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ABSTRACT

In 1982-83, this program provided instruction in English as a Second Language and bilingual instruction in four content areas to 1,690 Spanish, Chinese, Haitian, Greek, and Italian students of limited English proficiency (LEP) at eight daytime and eight evening learning centers located at 15 different sites throughout New York City. Created in 1972 as an offshoot of a monolingual alternative high school program, this bilingual program serves a target population which includes students aged 16-21 years or older. This year, 90 percent of these students were from low income families and 82 percent had never previously attended a New York City high school. The program's overall instructional goal was to provide these LEP students with the English language and cognitive skills necessary to allow them to pass a high school equivalency examination. In addition, the program aimed to provide students with employment and job training awareness and opportunities. Based on these goals, each learning center offered a range of educational and support (career and college counseling) services. Another important program goal was to encourage staff participation in training and development activities, including curriculum development. Also, parents of program students and some adult students were targeted for educational and other activities. Quantitative analysis of student achievement indicated that, for the most part, program participants made significant gains in English and some gains in native language skills. (GC)

THE BILINGUAL PROGRAM

IN AUXILIARY SERVICES

FOR HIGH SCHOOLS

1982-1983

OEE Evaluation Report

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O.E.E. Evaluation Report

June, 1984

Grant Number: G00-820-2291

THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS 1982-1983

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A SUMMARY OF THE EVALUATION FOR THE BILINGUAL
PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS
1982-1983

In 1982-83, the city-wide Bilingual Program in Auxiliary Services for High Schools provided instruction in E.S.L. and bilingual instruction in four content areas to 1,690 Spanish, Chinese, Haitian, Greek, and Italian students of limited English proficiency (LEP) at eight daytime and eight evening learning centers located at 15 different sites throughout the city. Created in 1972 as an offshoot of a monolingual alternative high school program, the bilingual program in A.S.H.S. serves a target population which includes students aged 16 to 21 years (56.3 percent), or older. This year, 90 percent of these students were from low-income families and 82 percent had never attended a New York City high school before entering the program. Thus, this is not primarily a dropout program.

In this first year of a new three-year funding cycle, the program was supported by a combination of Title VII, Title XIII, basic tax-levy, and the New York State Educational Consortium funds. The program's overall instructional goal was to provide LEP students with the preparation in English language and cognitive skills necessary to allow them to pass the High School Equivalency Examination. In addition, it aimed to provide students with employment and job training awareness and opportunities. Based on these goals, each learning center offers a range of educational and support services. There is an emphasis on career and college planning, and the highly structured curriculum, well-tailored to the needs of each language component, allows for individually paced learning within an ungraded, four-level framework. Students exit the program when they are "mainstreamed" into the English language A.S.H.S. program or earn the H.S.E. diploma. The philosophy of the program is that students will achieve their goals if they see "how they control the outcome."

Another important program goal was to provide opportunities for staff participation in training and development activities, including curriculum development activities. This academic year, curriculum development efforts focused on the General Education level and included grammar and vocabulary, science, social studies, and native language arts materials. Staff also completed field testing the General Education Promotion Test developed in 1981-82. Development activities for staff members included staff conferences, meetings, and workshops, formal and informal monitoring visits by central staff, self-evaluation questionnaires, university courses and attendance at state and national conferences on bilingual education. Additional program goals were met through supportive services to students consisting of academic, personal, and vocational counseling, and a series of career education workshops. Also, parents of program students and some adult students defined as "student-parents" took part in Student/Parent/Community Advisory Council activities, received informational pamphlets, and were represented in the Title XIII Bilingual Adult Basic Education component.

Students were assessed in English reading skills (Stanford Achievement Test or the Metropolitan Achievement Test); performance in English as a second language (student promotion rates); achievement in the native language (Prueba de Lectura or program-developed tests and student promotion rates); and achievement in arithmetic (New York City Arithmetic Computation Test). Quantitative analysis of student achievement indicates that:

--The results of students at all program sites tested with SAT I and SAT II were statistically significant, with the exception of Spanish-speaking students at Taft.

--The results of students at the Park Avenue and Lincoln Square sites on the MAT were highly statistically significant with extremely large effect sizes.

--Nineteen percent of the participating students advanced to the next higher level of E.S.L. instruction; less than two percent advanced two or more E.S.L. levels.

--With the exception of Spanish-speaking participants at J.H.S. 136, program students' post-test results on native language examinations were statistically significantly higher than their pre-test scores.

--Overall, 26 percent of program students progressed at least one level of native language arts instruction.

--Students' post-test scores on the New York City Arithmetic Computation Test were uniformly higher than pre-test scores and highly statistically significant.

The following recommendations are intended to assist program staff in addressing potential problem areas and in maintaining the present high level of effectiveness:

--Continuing to address the needs of the growing Haitian population by exploring the possibility of additional learning centers for this group, identifying staff qualified in Creole, and obtaining more seats for students taking the G.E.D. exam in French.

--Sustaining and increasing the attention given to students at the two lower levels of instruction.

--Considering the possibility of offering optional summer instruction at certain learning centers.

--Placing somewhat greater emphasis on English-language competency for students in the Spanish component of the program, encouraging students to develop both long- and short-term learning goals.

--Supporting and encouraging student communication across centers by creating program-wide activities.

--If funding permits, provicing additional staff to provide educational and vocational advisement and counseling.

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THE BILINGUAL PROGRAM IN AUXILIARY SERVICES
FOR HIGH SCHOOLS (A.S.H.S.)

Central Location:	383 East 139th Street Bronx, New York 10454
Number of Sites:	Fifteen
Year of Funding:	1982-83, first year of a new three-year funding cycle
Target Languages:	Spanish, Chinese, Greek, Italian, and French/Haitian Creole
Number of Participants:	1,220 proposed for entire year/ 1,690 served
Director:	Dr. Seymour Weissman
Bilingual Coordinator:	Mr. John Ramirez

I. PROGRAM OVERVIEW

The Bilingual Program in Auxiliary Services for High Schools (A.S.H.S.) is a city-wide alternative high school bilingual program which serves limited English proficiency (LEP) students 16 to 21 years old, or older. In 1982-83, the program served 1,690 students, a number considerably above the 1,220 estimated to be served in the E.S.E.A. Title VII funding proposal submitted for the academic year.

To meet the needs of this student population, the A.S.H.S. Bilingual Program currently operates eight daytime learning centers and eight evening centers at fifteen different sites throughout the five boroughs of New York City. There are five sites in Manhattan, four in the Bronx, three in Brooklyn, two in Queens, and one in Staten Island. Thirteen of these 15 sites are designated as N.E.A. Title I schools located in neighborhoods classified as economically depressed. (However, students do not

always attend a learning center in the neighborhood where they live. For example, many choose to attend an evening center which is near their workplace.) This year there are three new day sites: J.H.S. 136 in the Bronx, Linden Boulevard in Brooklyn, and Lincoln Square in Manhattan, and one new evening site, Grady Learning Center in Brooklyn. Table 1 identifies all A.S.H.S. sites at which the bilingual program served students in 1982-83.

The 15 learning centers offer a range of educational and support services, with emphasis on career and college planning, and a highly structured curriculum which allows for individually paced learning. Both bilingual instruction in content areas and an E.S.L. program are provided to students from five of the eight major language groups among LEP students in New York City: Chinese, French/Haitian Creole, Spanish, Greek, and Italian.

In accordance with the 1982-83 program proposal, this year the program has been able to expand language components into existing sites heretofore not serving that language group. As a result, Spanish is now at the J.H.S. 10 (Greek) site, the St. George site (Italian) has introduced Spanish, and the Chinese are now represented at the Julia Richman (Spanish) site. French/Haitian Creole has not been introduced to the Brandeis site due to the unavailability of qualified bilingual staff. However, the French/Haitian Creole component at the Park Avenue site has been expanded with additional bilingual staff, doubling their LEP student population. Finally, although not originally stated in the proposal, Chinese has also been introduced to the J.H.S. 10 evening site to accommodate the growing Chinese population in the surrounding area. This makes J.H.S. 10 the

TABLE 1

Bilingual Program in Auxiliary Services for High Schools Sites, 1982-83

Center	Location	Hours	Language(s) Served
	Day		
Roberto Clemente (Central Location for the Bilingual Program)	383 East 139th Street Bronx, NY	9:00-3:00	Spanish
Park Avenue Learning Center	2005 Madison Avenue New York, NY	9:00-3:00	French Spanish
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	9:00-3:30	Spanish
Forsyth Street School (Central Location for A.S.H.S.)	198 Forsyth Street New York, NY	9:00-3:30	Spanish Chinese
Lincoln Square (New Day Site)	216 West 63rd Street New York, NY	9:00-3:00	Spanish
J.H.S. 136 (New Day Site)	750 Jennings Street Bronx, NY	9:00-3:00	Spanish
Linden Center (New Day Site)	2045 Linden Boulevard Brooklyn, NY	9:00-3:00	Spanish
Castle Hill Learning Center	615 Castle Hill Avenue Bronx, NY	9:00-3:30	Spanish
	Evening		
Brandeis High School	145 West 84th Street New York, NY	5:30-8:30	Spanish
Julia Richman High School	316 East 67th Street New York, NY	5:30-8:30	Chinese* Spanish
Taft High School	240 East 172nd Street Bronx, NY	6:00-9:00	Spanish
Maxwell Vocational High School	145 Pennsylvania Avenue Brooklyn, NY	5:00-8:00	Spanish
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	5:30-8:30	Spanish
J.H.S. 10 Learning Center	31st Avenue, between 45th & 46th Streets Astoria (Queens), NY	5:30-8:30 (Mon.-Thurs.)	Chinese* Greek * Spanish
St. George School at the College of Staten Island	25 Hyatt Street Staten Island, NY	5:30-8:30 (Mon.-Thurs.)	Spanish* Italian
Grady Learning Center (New Evening Site)	24 Brighton Road Brooklyn, NY	5:30-8:30	Spanish

*New language at this site.

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program's first quadrilingual site (Greek, Spanish, Chinese, and English).

The 1982-83 year was the first of a new three-year funding cycle under the provisions of the Elementary and Secondary Education Act, Title VII. The program is supported through funding from several sources: basic tax levy, E.S.E.A. Title VII, Title XIII, and the New York State High School Educational Consortium. Title XIII funding provides an adult basic education component, so that students can remain within the program after reaching the age of 22, and the needs of older students can be met. The Consortium provides additional funding for the most advanced level of instruction.

The current funding cycle is the fourth since the program was originally established in 1972, as an outgrowth of the monolingual A.S.H.S. program already operating successfully within the New York City school system. Bilingual classes are held at monolingual program sites. The bilingual program coordinator characterizes this relationship as a partnership, which is not perceived as "my program at your center," but rather as "our program at your center."

The bilingual program has a central administrative staff of its own which operates with a good deal of autonomy. Administrative staff for the bilingual program, based at the Roberto Clemente Center in the Bronx, oversee all bilingual program functions, including program planning and proposal writing, curriculum and staff development, hiring and supervision of staff, resource allocation, and recordkeeping. They also maintain communication with the larger A.S.H.S. program, whose administrative staff is located at the Forsyth Street School, and with administrative offices of the New York City Public Schools, including the Division of High

Schools, and the Office of Bilingual Education. The coordinator attends the monthly A.S.H.S. administrators' meetings in order to keep the larger A.S.H.S. program staff informed about the principles, objectives, and educational orientation which guides the bilingual program in A.S.H.S.

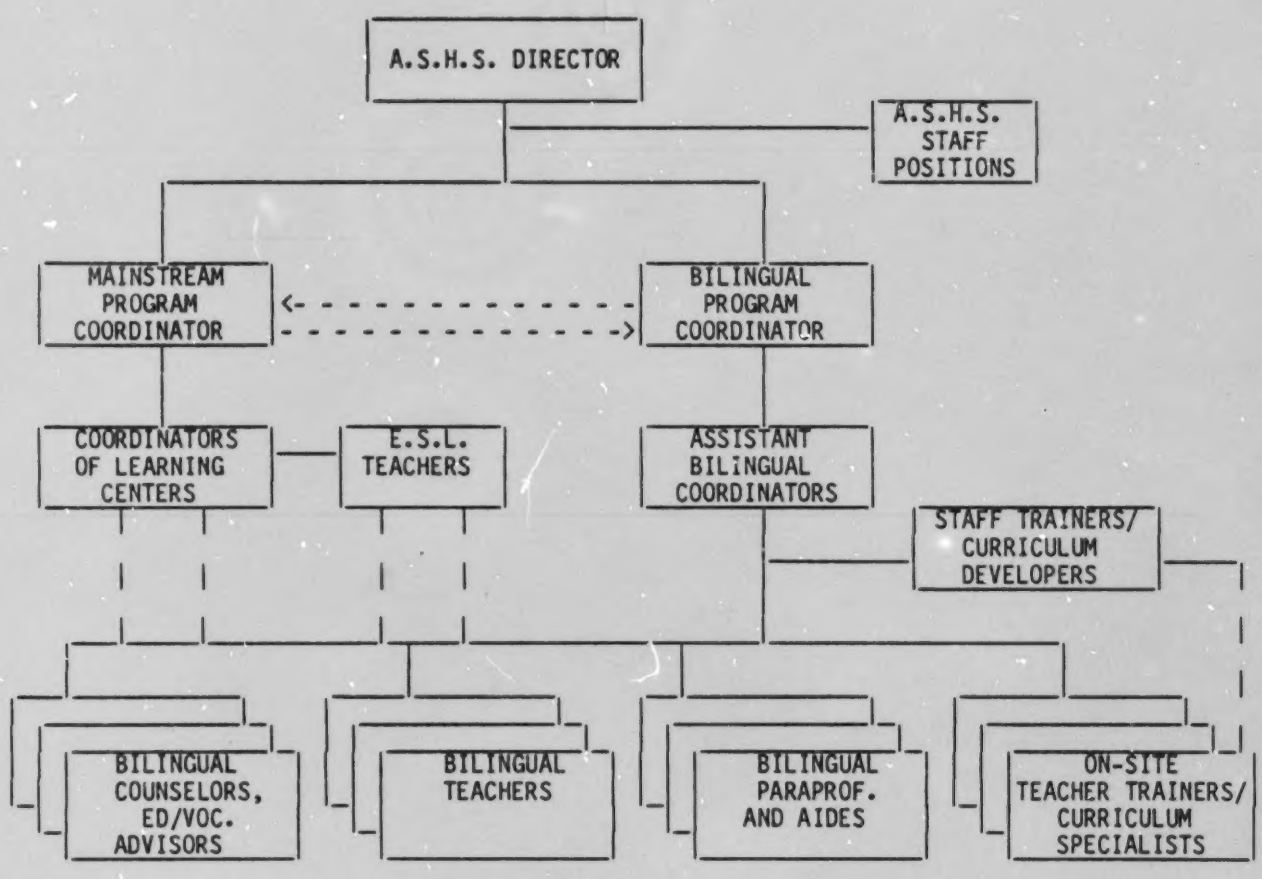
In sum, despite its relative independence, the relationship of the bilingual program to the parent A.S.H.S. program is a highly cooperative one. Figure 1 shows the administrative organization of the Bilingual Program within the A.S.H.S. Program as a whole.

Since its beginning over ten years ago, the A.S.H.S. Bilingual Program has continued to expand and improve its services, remained responsive to the changing needs of the population it serves, and shifted its focus as required to better achieve its aims and goals. For example, increasing emphasis has been placed on the instructional component as a means to achieve the ultimate career and life goals of students. In the current funding cycle, there will be special attention given to the needs of those students who have not attended a high school in New York City before entering the program. The program coordinator commented that the evaluation process had been a major factor in calling attention to the fact that "this was not just a dropout program; in fact, the majority of our students had never 'dropped in' to the New York City school system in the first place." He stated that based on comments made in past evaluations, the Bilingual Program had re-conceptualized its approach and made needed changes.

The program objectives for the current funding cycle may be succinctly stated as follows:

FIGURE 1

Administrative Organization of the Bilingual Program in A.S.H.S.



_____Administrative Relationships

----------Communication/Cooperation

- provide students with the preparation in English language and cognitive skills necessary to allow them to pass the High School Equivalency Examination (H.S.E.);
- provide students with employment and job training awareness and opportunities;
- provide opportunities for staff participation in training and development activities;
- continue to develop and improve native language curriculum in reading, writing, and content areas;
- increase family and community involvement in the program.

A more detailed presentation of the instructional and non-instructional objectives of the program for 1982-83 is included as Appendix A. The corresponding evaluation design is shown in Appendix B.

Whether it is in helping students to set and work towards short-range goals on the instructional level, or to make decisions about and plan for longer-range career goals, the philosophy of the program is to "let students see how they control the outcome." In other words, as stated in this year's Title VII grant application, the program assumes, and wants the students to believe, that "they, more than any external force, influence their own lives," and that "their future achievement rests with their determination to achieve the goals they have set." Students are encouraged to develop to their fullest potential by setting goals which are realistic, and which ultimately will encourage a desire for knowledge.

The findings of the first phase of a longitudinal study of language-minority students in the New York City public school system conducted by the Office of Educational Evaluation, New York City Public Schools, was published in January, 1984. One of the major conclusions of this first

phase was that overage students were among those segments of the school system's diverse language-minority population which presented particular challenges to educators. The report summary states that:

> Educational administrators need to design or expand instructional and support services appropriate for them, taking into account the level of social and cultural sophistication associated with their actual age, the frustration they may experience in the context of whole-group instruction when classmates are not age-mates; the greater responsibilities which they may have, and their need for consistent guidance services, including career and job counseling for high school students.

At present, the Bilingual Program in A.S.H.S. is unique in New York City in its attempt to address these special needs of overage high school students in an appropriate alternative setting. In so doing, it builds on the student's own motivation and ability to succeed. Again quoting the O.E.E. report summary:

> Despite extreme social and economic pressures and against serious odds, many overage language-minority students are staying in high school, working toward graduation with great persistence. These students are an asset to our school system. However, some will "age out" of the system before they can master required curricula.

In a sense, the alternative Bilingual Program provides a safety net for these "aged-out" students, enabling them, along with those who have never entered the system because they are already too old to do so, to have a means to succeed.

II. STUDENT CHARACTERISTICS AND PLACEMENT

As a part of the larger Auxiliary Services for High Schools Program, the A.S.H.S. Bilingual Program has a target population of high school-aged students (16 to 21). Although most students (56.3 percent) fall into this age group, the program also accommodates mainly young adults, aged 22 or more. Table 2, below, shows the ages of program students by language grouping.

TABLE 2

Ages of Program Students by Language Group[a]

Age	Spanish	Chinese	Greek	French/ Haitian Creole	Italian	Total
16-21	737	141	8	49	5	940 (56.3%)
22 and over	568	52	62	15	11	708 (43.7%)

[a]At the time these data were obtained, the student population was 1,648. The final figure for students served in 1982-83 is 1,690.

Some of the program students are dropouts from the New York City high school system, but in 1982-83, 82 percent of high-school aged program participants had <u>never</u> attended a New York City high school. There are several possible reasons for this:

- Despite the fact that students are entitled to a public education up to the age of 21, regular high schools will not generally enroll students <u>over the age of 18</u> if they do not have an adequate number of high school credits to be able to graduate by the age of 21.

- Many of the Bilingual Program students are recent immigrants (Haitians, Chinese, Dominicans, Central and South Americans) whose only education has been in a foreign school system. This lowers their chances of achieving a high school diploma within a reasonable length of time in a regular high school setting.

- Many students have never attended high schools in their native countries. This puts them far behind their peers, making it even more difficult for them to function academically in regular high school classrooms.

- Many students in this age group have adult family responsibilities. They are forced or feel obligated to seek full-time employment, and so are unable to attend regular day high schools (there are no evening bilingual programs outside of A.S.H.S.).

In sum, the student population includes a high proportion of recent immigrants who would have been unlikely or unable to complete a normal high school program by the age of 22, due to language and cultural barriers and age at enrollment. Most of these students, as has been stated, have never attempted to enroll in a New York City high school. While this underserved, non-dropout population has been growing in recent years, the number of N.Y.C. high school dropouts who apply to the A.S.H.S. Bilingual Program has also been increasing. According to A.S.H.S. staff, this is in part because of the city-wide practice of immediate discharge without disciplinary suspension.

About 90 percent of the Bilingual Program students are from low-income families, as determined by meeting one of the following criteria:

- Eligible for free or reduced lunch rate
- Live in low-income, subsidized housing
- Household receives public assistance, medicaid, or supplemental security income (S.S.I.)
- Meet income requirements for CETA training programs

- Household has no full-time wage earner
- Eligible for maximum Basic Educational Opportunity Grant (B.E.O.G) federal student financial aid (college applicants).

In 1980-81, during the prior funding cycle, the Bilingual Program, with the assistance of the Board of Education's Office of Educational Evaluation, conducted a student survey which revealed the following:

- Sixty-seven percent of the students have been in the United States less than three years.
- Thirty-eight percent have eight years of education or less.
- Thirty-six percent are employed full time; 16 percent part time; 48 percent unemployed.
- Sixty-three percent speak only their native language at work with minimum English required to perform the job activities.
- Ninety-two percent felt it was very important to speak and read English.
- Of those living at home with fathers, 40 percent reported their fathers were unemployed. (Fifty-six percent reported their fathers worked prior to coming to the United States.)

Finally, 86 percent of the program's LEP student population scored at or below the tenth percentile on the English Language Assessment Battery (LAB). These students are considered to have severe English language deficiencies since scoring at or below the twentieth percentile identifies them as limited English proficient.

As stated in the Program Overview section, the program participants are LEP students from five different language groups: Spanish, French/Haitian, Chinese, Greek, and Italian. Like students in all public school bilingual programs in New York City, their eligibility for participation is specified

by the provisions of the Aspira Consent Decree (1974) and agreement with the Office of Civil Rights. As the Decree requires, all A.S.H.S. Bilingual Program students have been determined to be unable to learn effectively in settings where English is the primary or exclusive medium of instruction, as demonstrated by their LAB scores. Those who score at or below the twentieth percentile on the English language LAB test are eligible for the program, and are accepted on a rolling-admissions basis. The LAB scores then become part of the extensive student profile which is developed for each program participant.

In general, all eligible students are accepted at one of the centers unless there is no existing class for that language/level combination (e.g., the French/Haitian Center has no class at the lowest level) or the student has emotional handicaps or is learning disabled. In the latter case, the applicant is referred to the Committee on the Handicapped. In order to improve the placement process, the program staff have had a workshop on diagnosing problems such as hearing impairment. The program administrators have also considered asking that a special education consultant from the Board of Education train the staff further in detecting learning problems.

The student's profile, including test data, is regularly reviewed in order to identify those students ready for transfer to instruction in the mainstream (English language) A.S.H.S. program, or to take the high school equivalency examination in either English or Spanish. (A very few Haitian students have been able to take a French language exam in New Jersey this year.) Students exit the program when they are able to:

- Score above the twentieth percentile on the English-language LAB test, and/or
- Read at grade level or above in English, and/or
- Demonstrate ability to learn effectively in the English mainstream, as recommended by staff assessment of student profile information, and/or
- Earn a High School Equivalency diploma.

Thus, the three exit routes are: "mainstreaming" into the English language A.S.H.S. program; "graduating" by earning a H.S.E. diploma; and leaving the A.S.H.S. program. It should be pointed out that students who are able to take the H.S.E. exam in their native language can exit successfully with a lower level of English proficiency than those who must take an English-language exam.

Student goals and level of preparedness vary widely from one individual to another, and also among ethnic groupings within the Bilingual Program. For example, within the Spanish language group, the coordinator commented that he found students from certain countries to be better prepared scholastically than others. He also stated that "different language groups come to A.S.H.S. for different purposes," and that in part this "has to do with ethnic stereotyping in the labor market." For example, some Greeks may need English to work in a restaurant, while those Hispanics who will look for factory work may have less need of English skills. Or, a Chinese student who is now a restaurant worker may aspire to go to college and work in some scientific field. (Within the program, Chinese students have been found to demonstrate a much higher level of achievement in mathematics than those in the other language groups.)

The program's bilingual education philosophy varies for different language groups in a way which reflects their different goals and academic situations. There is, of necessity, a transitional philosophy for the non-Hispanic groups since students in these groups aspire either to learn English for vocational purposes, and/or to pass the H.S.E. exam in English. For the Hispanics, the philosophy is less clearly transitional, since students can take the H.S.E. in their native language, and can frequently find employment which does not require a high level of English language skills. There are also bilingual college programs available to Hispanic students. The coordinator stated that there was a tension between the desire to help Hispanic students achieve short-term goals as quickly as possible, and the recognition that an important long-term goal for these students was the acquisition of English skills.

Bilingual students are a self-selected, highly motivated group as compared to the average New York City high school population. As a result, their progress is generally rapid in relationship to individual abilities and limitations, especially for those who enter at the two higher levels of instruction, pre-High School Equivalency (pre-H.S.E.) and H.S.E. Those students who remain enrolled in the Bilingual Program beyond two years are reassessed to determine their need for continued assistance.

III. INSTRUCTIONAL COMPONENTS

Within a coherent overall instructional philosophy, the program is well-tailored to the needs of each language component, and characterized by a constant attempt to strengthen and modify curricular approaches so that each individual student will be best served.

Continuity is provided by key concepts such as the individualized self-paced learning approach, the ungraded four-level curriculum, and the use of the individual student folder both to motivate and guide the learner, and to provide a means for student and teacher together to monitor student progress. The content of the H.S.E. exam itself provides another natural source of continuity, since all students are normally assumed to be working towards passing this exam.

One example of such continuity is the fact that all students have a folder containing an individual work plan based on consideration of many kinds of information:

- Personal information - date and place of birth; length of time in the United States; and other relevant family and personal data;
- Prior educational history - schools attended in the native country and the United States; dropout status;
- A.S.H.S. information - date student entered program; level of instruction in A.S.H.S.; LAB, English reading exam, G.E.D. and other scores which indicate level of proficiency in English and content areas, and progress within the program; student instructional checklist;
- Employment data - prior and current employment information.

In addition, individualized student checkoff sheets, which are pre-programmed by instructional level and carefully tied in to the curriculum, demonstrate progress in detail. The student checkoff sheet establishes all skills, concepts, and topics (mathematics, science, social studies, language skills, English-language skills) required before progression to the next level, thereby fostering an individualized instructional approach. Thus, a student can change from one learning center to another, as frequently occurs, and find the same approach to instruction in place; the checkoff sheet will go right along with him or her, and the learning process will be similar in all essential respects.

The H.S.E. exam, which structures the curriculum in several important ways, is the another major source of continuity. Only content areas reflected in the H.S.E. exam are covered in the curriculum, and the four-level curriculum itself has been developed in terms of steps toward the H.S.E. exam:

> Level 1, Native Language Arts: Serves the student who reads and writes below the fourth-grade level in both English and the native language.
>
> Level 2, General Education: Serves the student with an educational background and skills development in reading, writing, and mathematics that fall between the fourth- to seventh-grade equivalents.
>
> Level 3, Pre-High School Equivalency: Serves the student with an educational background and skills development in reading that fall between the seventh- to ninth-grade equivalents.
>
> Level 4, High School Equivalency Preparation: Serves the student with an educational background that includes substantial high school level course work and reading skills that fall between the ninth- to twelfth-grade equivalents.

The average time for a student to complete the work at a given level varies, but is greatest at level 2. Level 1 does not include math or content-area subjects, and so students tend to be promoted to level 2 rather quickly. According to the project coordinator, those who are promoted into level 2 tend to have established good work habits, but those who are admitted directly into this level may have high ability, but poor study patterns. There is a tendency for students at this level to become discouraged when they perceive little progress, and to require a good deal of support from teachers and advisors. Level 3 and 4 students, closer to their ultimate goal, tend to be better able to sustain their motivation.

Since linguistic and content-area competencies vary, especially at levels 1 and 2, instruction is generally individualized, or in small groups. (This also is helpful for students who may be forced to attend irregularly at times, because of personal or employment obligations, or health problems.) Students receive E.S.L. and subject-area instruction (language and literature, social studies, science, and mathematics) in their native language or English. Non-Hispanic students, who must prepare for the English version of the H.S.E. may be programmed into mainstream monolingual content-area classes at the higher instructional levels.

There are other differences in the instructional component among the five language groups. For example, the Spanish-language component benefits from the advantage of multi-site locations, greater staffing, and proportionately greater amounts of resources. Each of the other language groups, with the exception of the Chinese, are presently served at only one site, and the teaching staff must usually assume responsibility for

counseling, and curriculum development in addition to their primary teaching duties.

Another difference is in the level of difficulty of instructional material. H.S.E. Chinese language materials, including English vocabulary words, seem to be at a considerably more advanced level than equivalent material for other language groups. Chinese students also receive less mathematics instruction, since they often have already mastered more math than is required to pass the H.S.E. They also receive more whole-group instruction than other students, reflecting their cultural learning style.

There are also some instructional differences between day and evening centers within the program. Generally, day classes are programmed five times a week with daily instruction in bilingual content areas and E.S.L. Evening classes, however, are programmed for only three nights a week, thus reducing the total period of instruction.

Within the bilingual A.S.H.S. program, the E.S.L. component is administered by the monolingual A.S.H.S. center administrator. However, monolingual and bilingual administrators cooperate in program scheduling, materials development and acquisitions, and articulation between components. An E.S.L. syllabus and curriculum guide, developed by the bilingual staff, is implemented at the discretion of center administrators, on a site by site basis.

English as a second language is supplemented by English Language Experiences (E.L.E.) or Minimum English Language Experiences (M.E.L.E.), based upon the student's English-language proficiency. Concepts taught and mastered in the native language are reinforced in the bilingual classroom using English. The content of M.E.L.E.'s and E.L.E.'s correspond to

the native-language subject matter and also correspond to a basic, intermediate, or advanced level of English proficiency. Therefore, a basic English student may learn fundamental vocabulary while an advanced English student reads a passage for comprehension and speed.

Table 3 shows the A.S.H.S. Bilingual Program instructional design for 1982-83. It demonstrates the smaller class size and generally higher proportion of individualized instruction at the lower class levels, and shows the progressively greater proportion of English used for instruction at higher levels, up to a maximum of 80 percent English-language instruction.

TABLE 3

A.S.H.S. Bilingual Program Instructional Design 1982-1983

Class Level	Reading Level in Native Language	Maximum Class Size	Subjects Taught	Methods A=Individualized B=Small Groupings C=Large Group Lecture	Average Percent of English Instruction
N.L.A.	0-4	15	language arts (reading, writing, spelling, speaking)	A	10
General Education	4-7	20	language arts (reading and writing) arithmetic	A & B	25
Pre-H.S.E.	7-9	25	grammar math (general and introductory algebra) social studies science reading interpretation	A & B	50
G.E.D. Exam Practice	8-12	30+	writing skills social studies science reading skills mathematics	B or C	80

IV. NON-INSTRUCTIONAL COMPONENTS

CURRICULUM DEVELOPMENT

Curriculum development is an especially significant activity within the bilingual A.S.H.S. program because it serves more than its usual function of producing or extending curricular materials for student and teacher use. As in past years, this summer many staff members will be involved in a joint effort in this area, with an attempt to involve as many people as possible in what is regarded as an important staff development activity. Teachers are enthusiastic about their own individual successful efforts to develop curricular materials, and they volunteer information about the achievements of fellow teachers as well. These summer sessions are also regarded as highly beneficial to the program administrators, and as a means of fostering overall communication and cohesiveness within the program.

In keeping with this team approach to curriculum development, each year curriculum needs are identified and weighed by curriculum subcommittees which include both curriculum specialists and other program staff. Members of all language groups are represented on these subcommittees. Any staff member can also initiate a project using a special application form (see Appendix C). Once the time-estimate has been approved or adjusted and other suggestions incorporated, the application goes to the project coordinator and a decision is made based on budgetary considerations.

Over the past ten years, varied and numerous curriculum materials have been developed. (See Appendix D for examples of some such materials

currently in use.) In the Spanish-language area, this process has resulted in the development of check-off sheets, folletos (containing content-area material and classroom reading activities), and cuadernos (classwork exercise workbooks of coordinated activities), in addition to academic materials for all four instructional levels. Each cuaderno contains an activity list which guides teacher and student through a sequence of an information lesson, questions, a reading lesson, additional teacher-made material, and English Language Experiences. The E.L.E.'s, included within the lessons themselves, provide additional English language follow-up by the teacher in all lessons.

During 1982-83, the majority of curriculum development activity focused on the General Education level, with some attention to pre-H.S.E. and N.L.A.:

- The General Education Promotion Test, developed during 1981-82, was successfully field tested in all day and evening centers which prepare General Education-level students (fifth- to seventh-grade reading level in Spanish). This hour-long test is criterion referenced to the syllabus in each of the following areas -- mathematics, social studies, and science. Language arts (grammar, vocabulary, writing) remains to be done. Once completed, this promotion test will give teachers an objective instrument for measuring progress at this level and help determine student readiness for promotion to the next, more demanding, instructional level -- Pre-High School Equivalency.

- Social Studies. This project prepared a series of supplementary questions and answers to be used at the General Education Level.

- Science. Corrections and revisions to the science booklet used at the General Education level were completed.

- Pre-H.S.E. Grammar Workbook. This project is a booklet containing grammar lessons and activities to supplement the grammar topics assigned to this level.

- Vocabulary drills. The program has so far completed two lessons, each containing 12 words, 24 derivatives and three or four exercises. Projected population: General Education (Spanish).

- General Education Grammar Booklet. This language arts project encompasses spelling, grammar, accentuation, and punctuation, as well as exercises after each topic.

- Native Language Arts (N.L.A.) Workbook and Teacher's Supplement. A syllabus with lessons and/or activities is being developed for teachers having N.L.A. students (reading level: fourth grade or lower). The approach is an aural/oral one well suited to the needs of these students. A supplementary section, recommending ways of using these materials, is also being developed.

- French-Haitian Creole Project. This two-phase project in progress is scheduled for completion during the summer months. Phase 1 involves translation of U.S. history materials into French. Phase 2 will revise and improve the check-off sheets used by Haitian students.

The program expects to complete these curriculum projects during 1982-83, with duplication, distribution, and staff training workshops scheduled for the next year. (Examples of materials associated with the field testing of tests are included in Appendix E).

In planning future projects, both project administration and staff recognized the need to give special attention to the development of E.L.E. and M.E.L.E. materials which would emphasize the content-area approach to English-language learning, as recommended by prior O.E.E. evaluation reports and set forth in the E.S.E.A. Title VII grant application for 1982-83:

> Many students in A.S.H.S. according to the O.E.E. evaluation reports for 1979 and 1980, have attended foreign school systems which were rigid and elitist as judged by the standards of American education. That education was, almost without exception, academic. It emphasized the humanities. It involved large amounts or rote memorization of technical vocabulary. Therefore, these students respond very well to the instruc-

> tion of English which takes place within the familiar context of traditional academic classwork. Teachers using the program's Minimum English Language Experiences (M.E.L.E.'s) and English Language Experience (E.L.E.'s) in history, science, and literature classes have found that such supplementary instruction not only helps students learn English better but also helps students succeed much better in their E.S.L. classes. According to O.E.E. reports, the program's successful system of M.E.L.E.'s and E.L.E.'s in subject classes should be greatly expanded, especially for the foreign-born student attuned to traditional academic instruction.
>
> While M.E.L.E. activities and materials need to be developed, other content-area related materials for E.L.E.'s are available and with some adaption could effectively be used with intermediate and advanced E.S.L. students (junior high school texts for example). Such English experiences/lessons in the bilingual class will parallel and reinforce subject matter studies and develop English language skills. The M.E.L.E. is primarily vocabulary development and practice in writing and pronunciation. The words chosen are those that reinforce a native language lesson in an academic area. They can be used as oral activities or as written lessons. However, most of the M.E.L.E.'s and E.L.E.'s now being used are only suggested topics or are geared exclusively to the needs of younger students. Thus, a completely new series of M.E.L.E.'s and E.L.E.'s are needed expressly for use with the students to be served by this project. Field testing and follow-up implementation workshops should accompany their construction.

There is also a continuing need to develop and enhance materials for students at the N.L.A. level (about 40 percent of the student population). Since commercially-available bilingual and native language materials at this level are overwhelmingly geared to much younger students (elementary school age), there is a lack of appropriate remedial reading and math materials for this group.

All project-developed and commercially-available materials used within the program are available at its Bilingual Resource Center, which includes a student library in addition to staff resource materials.

STAFFING AND STAFF DEVELOPMENT

Staff training activities are an important component of the A.S.H.S. bilingual program, as reflected by the fact that a separate training budget is submitted to meet such needs. The coordinator characterizes himself as especially interested in this area, and is himself a former program paraprofessional. This year he says, he has been "zeroing in on the burnout situation."

In addition to staff participation in curriculum development, staff development objectives are met using a number of strategies:

- Central staff make both formal and informal monitoring visits, and in general maintain close and supportive communications with a staff scattered throughout the five boroughs of New York City. When weaknesses are found, a teacher trainer or resource teacher is sent to work with the classroom teacher.

- Staff members are given checklists of role responsibilities as teachers or advisors; this checklist is also used by the central staff when making site visits. As part of the required training for newly-hired teachers and advisors, there is also a Self-Evaluation Questionnaire provided so that teachers can monitor their own progress in implementing program objectives. (A sample questionnaire is included in Appendix F.)

- Internal staff conferences and workshops are another means of development. The Third Annual Bilingual A.S.H.S. Conference, cancelled last year due to program conflicts resulting from a fire at the A.S.H.S. bilingual program central offices, was held this year. In addition various workshops have been conducted for the staff. For example, the assistant coordinator organized a workshop early in the year to help staff cope with required administrative record keeping.

- Staff are strongly encouraged to participate in external institutes and conferences such as NYSABE at the state level and NABE at the national level (see Appendix F). This year, the project coordinator attended the Title VII Management Institute in Washington, D.C.

- Academic progress at both the undergraduate level (for paraprofessionals) and graduate level (for teachers and other professional staff) provide another important means of staff development. The program provides a Title VII tuition program for formal courses in higher education.

- Regularly scheduled program planning sessions and meetings are held throughout the year. These include orientation meetings in September, interim meetings, and year-end meetings held in June at each learning center to sum up the year's activities.

As an indicator of the extent to which present and former program staff have increased their capacity and qualifications as a result of participating in the A.S.H.S. Bilingual Program, the following list was included in the Title VII grant application for the current year:

Paraprofessionals: (educational)	8 paraprofessionals are studying towards their bachelor's and teacher certification; 9 paraprofessionals obtained their bachelor's degree;
(promotional)	1 works for Equal Employment Opportunities Commission; 1 works as a bilingual teacher for Yonkers school system; 7 remain with the Bilingual Program as licensed bilingual teachers or have applied for teacher license examinations. 1 is the present coordinator for the Bilingual Program (formerly a paraprofessional)
Teachers: (educational)	13 teachers are studying towards their master's degree 6 teachers have obtained their master's degrees; 4 teachers are working towards their doctorate degrees; 1 teacher has completed her doctorate degree;

(promotional)	5 teachers are now in supervisory positions; 1 teacher is now a principal; 1 teacher is now an educational administrator at the New York City Board of Education, Office of Bilingual Education; 1 teacher is now an A.S.H.S. Center administrator; 1 teacher is now a deputy superintendent for a community school district;
(publications)	1 teacher trainer who has been with this program for four years is editor of the current (1981) Spanish high school equivalency text (ARCO) and author of two GED preparation texts in Social Studies (Cambridge). 1 teacher trainer in his sixth year with this program was project editor and writer for a high school equivalency preparation text (Cambridge) and is currently editor for a major new series in adult education (Cambridge).

In addition, positions held by past and present coordinators include:

- President of New York State Association for Bilingual Education (1979-80)
- Deputy Director, Office of Bilingual Education, New York City Board of Education, (1977-81)
- Member of New York State Commissioner's Advisory Council on Bilingual Education (1980-present)
- First vice president for administration, Puerto Rican Educators Association (1980-81)

- All three have been presenters in numerous workshops on various aspects of bilingual education at local, state, and national conferences.

This year, in addition to the coordinator and an assistant coordinator, the Title VII staff consisted of the following full-time and part-time personnel:

Full Time

1 Bilingual Outreach Specialist
1 Career Guidance Specialist
2 Resource Teachers (subject-area specialists)
4 Paraprofessionals

Part Time

1 Guidance Counselor
Teachers assigned as Educational/Vocational Advisors (7)

Educational/Vocational

Resource Teachers (subject-area specialists)
1 Spanish
1 Chinese
1 Greek
1 Italian
1 E.S.L. Curriculum Developer
5-10 Paraprofessionals

All these positions were filled at the beginning of the 1982-83 school year. It should be noted that the E.S.L. resource teacher, based at the Bilingual Program Resource and Training Center (B.P.R.T.C.), provides both support services and technical assistance to teachers. This includes teacher training as well as curriculum development and resource management.

PARENTAL AND COMMUNITY INVOLVEMENT

The Student/Parent/Community Advisory Council is composed of parents, students, professionals, paraprofessionals, and community members. Since the majority of the A.S.H.S. student population are of legal age and many are emancipated minors, this is considered to be an "adult" population. Many students are themselves parents, so that the category of "student-parent" has been defined to allow this group to participate in council activities. This year the council met three times at the Brandeis Center.

Despite the special "adult" characteristics of the student group, however, it is a policy of the overall A.S.H.S. program that the parents of 16 and 17 year-old students be included during the student's initial

in-take interview with a counselor or advisor. In addition, parents, guardians, or other appropriate household members are invited to participate in this interview if they and the applicants desire. During the interview the parents, guardians, or other household members are informed about program goals and invited to participate in the Student/Parent/Community Advisory Council and other program activities.

Parent outreach continues throughout the student's membership in the program, both through correspondence and phone contact. An easily understood pamphlet describing the program in English and the native language is mailed to the student's home within a month after registration. Parents of program students also are given preference in the Bilingual Adult Basic Education component funded through Title XIII.

However, despite these efforts, parent participation is low. Many students do not live with their families. In addition they may attend learning centers which are far from their homes. Other inhibiting factors are inconvenient meeting times and cultural patterns which discourage parents from involving themselves in a child's education. The assistant coordinator expressed concern that this program component was "not working out as planned," and suggested that this type of participation might not be the most appropriate for A.S.H.S. She mentioned that several centers, including Forsyth, Clemente, and Taft, are instead moving towards on-site student councils. At Forsyth, this group has been involved in a student show, and elsewhere students have planned fund-raising activities. Material related to parental and community involvement efforts is included in Appendix G.

SUPPORT SERVICES

The A.S.H.S. bilingual student is served by a wide range of non-instructional services. The greatest emphasis is placed on college and career counseling, and job training placement. Other important areas are civics and citizenship counseling, consumer education, health education, crisis support, and referrals. These services are provided by program counselors (for Hispanic students), educational/vocational advisors, and in some cases, by teachers acting in an advisory capacity. Counseling is done both on a group and individual basis, with students scheduled to meet at least five times a year with their counselor or teacher/counselor. Career Education workshop topics, originally developed in 1978-79, include the following career awareness sessions:

--Orientation: includes a definition of career education and its element: self-awareness, economic awareness, educational awareness, values (personal and job), and decision-making skills.

--Self-Awareness (parts I and II): encourages students to relate interests and strengths to career goals, and encourages values clarification. Students are encouraged to become aware of interests, personality traits and abilities, and to establish a set of goals, however tentative. Students are also encouraged to understand and recognize forces beyond themselves (social, economic, cultural, and educational) which influence career choices.

--Educational Awareness: orients students to the variety of training programs which are available after high school, including on-the-job training, the military, apprenticeship, and certificate programs;

assesses interests and abilities and the requirements of their occupational interests. The need for competence in English is stressed, as well as the concept of education as the means for achieving career goals.

--Career Awareness: confronts occupational stereotyping and the question of discrimination. Careers, occupations, and industries in the New York area and their employment outlook are presented.

--Economic Awareness: presents consumer survival skills, including developing a budget and consumer awareness.

--Employability Skills (I and II): presents employability skills through role playing, films, sample applications procedures, mock interviewing, and job search techniques.

--Decision-Making: encourages students to examine the decision-making process; students are offered a process of approaching and making decisions, weighing risks and consequences, advantages and disadvantages of choice; planning and implementing a course of action, and evaluating the outcomes.

Students who have left the program to take jobs or enter college (usually at the local community college level) are a valuable resource in college and career preparation sessions. They are asked to come back for informal "rap sessions" or even to do more formal workshops to discuss their experiences and how they have dealt with language, cultural, and personal problems that they encountered. Since virtually all paraprofessionals were once students in the program and are now taking courses toward a teaching degree, they provide another source of information and support for students with college aspirations.

On "the back burners now," but planned for the future are structured sessions on college survival skills including study skills and college program selection. The program coordinator would also like to see self-help groups organized among the student body.

Follow-up of students who leave the program before completion is another important priority. The program staff is "aggressive" about this, using phone calls, correspondence, and messages sent through other students. Once contact is made the reason for leaving is discussed, necessary help is offered, and the negative impact of leaving (e.g. on citizenship applications, job promotion, and so on) are emphasized. Such methods have met with some success in bringing students back into the program.

V. FINDINGS

ACHIEVEMENT IN ENGLISH READING SKILLS

English reading skills were assessed through use of the Stanford Achievement Test, levels I and II (SAT I, SAT II) or the Metropolitan Achievement Test (MAT). Choice of test was made by site directors. Tests were administered twice during the school year, in early fall and near the end of the spring semester.

The program's evaluation design called for a statistically significant improvement in English reading scores. A correlated t-test was performed for each site and language group in order to evaluate the possibility that the post-test mean was significantly greater than that of the pre-test. An "effect size" was also calculated for each comparison, following the procedure recommended by Cohen.* An effect size for correlated t-test is an estimate in standard deviations, freed of sample size, of the difference between means. Effect size provides additional substance to the analysis as it may be interpreted in light of Cohen's recommendations:

.20 = small effect size

.50 = moderate effect size

.80 = large effect size

Results of English reading tests are presented in Tables 4 through 6 by site and language group in those instances where the number of students was sufficient to perform the statistical analysis.

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*J. Cohen, Statistical Power Analysis for the Behavioral Sciences, Academic Press, 1977.

Table 4 presents results for students tested on SAT I by site and language group. Examination of this table reveals that with the exception of Spanish-speaking students at Taft, all results were positive and highly statistically significant. Nearly all effect sizes were very large, with the exception of that for Spanish-speaking students at J.H.S. 10, which was of moderate size. Spanish-speaking students at Taft obtained lower scores on the post-test than on the pre-test. Both pre-test scores and average gains in raw scores varied greatly between program sites. Pre-test scores ranged from 11 at Maxwell to 52.28 at Taft, and gains ranged from four points at Maxwell to nearly 23 points at Julia Richman. The rank order of students within program sites was relatively consistent as represented by the correlation of pre-test and post-test scores. There were several instances of nearly perfect consistency in rank order at Jamaica Day, St. George, and others. At J.H.S. 10, the correlation of scores was 0.18, indicating that there was very little correspondence between pre-test and post-test scores.

Table 5 presents results for students tested on SAT II by site and language group. Results were statistically significant for all of these program sites, although Spanish-speaking students at Taft evidenced declining scores. Effect sizes were generally quite large, except for students at Lincoln Square where it was moderate. Gains in raw scores ranged from four points at Julia Richman for Spanish-speaking pupils to 30 points by Chinese students at Forsyth. In the majority of the SAT II testing units, rank order of students was maintained to a great degree. An exception was among Chinese students at Julia Richman. Overall, the program objective concerning English reading achievement was realized.

Table 6 presents results for students tested with the MAT. Results for both groups at the Park Avenue and Lincoln Square sites were highly statisically significant with extremely large effect sizes.

TABLE 4

Results of the Stanford Achievement Test-Level I

Site	Language	N	Pre-Test Mean (S.D.)	Post-Test Mean (S.D.)	Mean Diff.	Corr.	t	p	E.S.
Brandeis	Spanish	74	41.64 (20.3)	59.01 (18.1)	17.38	.74	10.66	.0001	1.24
Forsyth	Spanish	29	38.93 (18.79)	59.31 (12.62)	20.38	.65	7.70	.0001	1.43
Jamaica Day	Spanish	22	52.05 (24.71)	59.0 (22.64)	6.95	.98	6.55	.0001	1.40
Jamaica Evening	Spanish	164	26.20 (19.97)	37.18 (19.88)	10.99	.96	25.63	.0001	2.00
Julia Richman	Spanish	11	39.27 (17.77)	62.09 (15.63)	22.82	.26	3.71	.004	1.12
JHS 10	Greek	64	23.77 (9.68)	45.77 (12.99)	22.0	.91	30.85	.0001	3.86
JHS 10	Spanish	18	27.11 (16.62)	40.17 (15.04)	13.06	.18	2.73	.014	.64
Lincoln Square	Spanish	10	42.0 (16.31)	54.0 (15.70)	12.0	.84	4.17	.002	1.32
Linden	Spanish	20	50.05 (18.79)	63.85 (14.32)	13.80	.89	6.97	.0001	1.56
Maxwell	Spanish	116	11.78 (7.64)	15.95 (8.53)	4.16	.96	19.22	.0001	1.79
Robert Clemente	Spanish	22	47.82 (23.06)	63.59 (17.76)	15.77	.83	5.75	.0001	1.23
St. George	Spanish	25	19.56 (11.65)	27.48 (13.23)	7.92	.99	16.52	.0001	3.30
St. George	Italian	16	16.81 (5.76)	26.88 (7.13)	10.06	.81	9.73	.0001	2.43
Taft	Spanish	18	52.28 (16.21)	45.5 (16.21)	-6.78	.31	-6.78	.177	-.33

TABLE 5

Results of the Stanford Achievement Test - Level II

Site	Language	N	Pre-Test Mean (SD)	Post-Test Mean (SD)	Mean Diff.	Corr.	t	p	E.S.
Forsyth	Chinese	88	31.92 (16.32)	62.13 (17.95)	30.20	.71	21.41	.0001	2.28
Forsyth	Spanish	17	69.76 (22.91)	79.0 (14.88)	9.24	.90	3.32	.004	.81
Julia Richman	Chinese	21	53.57 (8.97)	76.81 (7.05)	23.24	.57	13.95	.0001	3.04
Julia Richman	Spanish	15	75.6 (18.11)	80.0 (14.66)	4.4	.98	3.46	.0001	.89
J.H.S. 10	Chinese	12	54.33 (14.44)	76.58 (7.38)	22.25	.76	7.63	.0001	2.20
J.H.S. 136	Spanish	41	51.0 (23.33)	55.85 (22.72)	4.85	.995	12.76	.0001	1.99
Lincoln Square	Spanish	15	59.47 (18.68)	64.67 (16.33)	5.2	.92	2.77	.015	.71
Taft	Spanish	26	45.92 (14.9)	37.35 (16.0)	-8.58	.40	-2.57	.016	-.50

TABLE 6

Results of Metropolitan Achievement Test by Site and Language

Site	Language	N	Pre-Test Mean	(S.D.)	Post-Test Mean	(S.D.)	Mean Diff.	Corr.	t	p	E.S.
Park Avenue	Haitian Creole	39	29.95	(14.38)	44.64	(19.88)	14.69	.72	6.61	.0001	1.06
Lincoln Square	Spanish	10	43.4	(9.63)	51.9	(9.53)	8.5	.91	6.76	.0001	2.14

PERFORMANCE IN ENGLISH AS A SECOND LANGUAGE

The program's evaluation design called for promotion of 60 percent of students to the next highest E.S.L. level. Thirty-five percent of program students were to be promoted two E.S.L. levels. Tables 7 and 8 present changes in E.S.L. level by language group and program site, respectively. When the results are examined, it can be seen that approximately 19 percent of the students advanced one E.S.L. level. Less than two percent of the program students advanced two or more E.S.L. levels.

When the results for language groups are examined, it may be seen that no group achieved 60 percent advancement to the next highest level. Approximately one-third of Haitian students advanced one E.S.L. level; 56 percent advanced one level or more, the greatest percentage advancement of any language group. When E.S.L. results are examined by program site, it may be seen that Linden had the largest percentage of advancing E.S.L. students, 55 percent. Jamaica Evening had more than 25 percent of it students advance at least one E.S.L. level. However, no single program site or language group, nor the program as a whole, achieved the stated evaluation objective in this area. It may be, therefore, that this objective is not a realistic one for this population.

TABLE 7

E.S.L. Advancement by Language Group

Language Group	Number of E.S.L. Levels Advanced					
	-1	0	1	+2	+3	+4
Chinese		95	96	1		
Haitian		29	22	3	11	1
Greek		66	4			
Italian		7	8	1		
Spanish	2	1,117	170	5	1	
Other		14	9			
TOTALS	2	1,328 (79.9%)	309 (18.6%)	10 (0.6%)	12 (0.7%)	1

TABLE 8

E.S.L. Advancement by Learning Center

Center	Number of E.S.L. Levels Advanced					
	-1	0	+1	+2	+3	+4
Brandeis		196	3			
Forsyth		141	69	1	1	
Jamaica Day		51				
Jamaica Eve.		79	87	4		
Julia Richman		50	21			
J.H.S. 10		130	20			
J.H.S. 136		116	12			
Lincoln Square		47	18			
Linden		17	21			
Maxwell		147	3			
Park Avenue		55	25	3	11	1
Robert Clemente		84	2			
St. George		58	22	1		
Taft	2	161	6	1		
TOTAL	2	1,332 (80%)	309 (15.5%)	10 (0.6%)	12 (0.7%)	1

ACHIEVEMENT IN NATIVE LANGUAGE

Program students were tested in their native language, twice yearly. Spanish-speaking students were tested with the Prueba de Lectura, a standardized test of Spanish reading. Students of other language groups were tested with program-developed examinations. Stated program objectives called for improvement at the 0.05 level of significance. Results are presented in Tables 9 and 10 by language group and center. With a single exception (Spanish-speaking students at J.H.S. 136), post-test results were statistically significantly higher than pre-test scores. At J.H.S. 136, post-test scores were non-significantly lower than pre-test scores.

Effect sizes for Spanish-speaking students at J.H.S. 10 and Taft were in the moderate range. All others -- with the exception of J.H.S. 136 -- were large or extremely large. Overall, the program objective in the area of native language achievement was accomplished.

The program's evaluation design also specified that 30 percent of N.L.A. students would be promoted to a higher level. Advancement in native language studies is presented in Tables 11 and 12, by language group and program site, respectively. Examination of the results reveals that overall, 26 percent of program students progressed at least one N.L.A. level. When examined by language group, it appeared that Chinese, Haitian, and Italian students exceeded the 30 percent objective. Table 12 reveals that seven program sites achieved the stated objective. These were: Forsyth, Jamaica Day, Julia Richman, Lincoln Square, Linden, Park Avenue, and Roberto Clemente.

TABLE 9

Results of Native Language Tests - Prueba de Lectura

Site	Language	N	Pre-Test Mean (S.D.)	Post-Test Mean (S.D.)	Mean Diff.	Corr.	t	p	E.S.
Brandeis	Spanish	65	48.55 (15.54)	58.92 (16.09)	10.37	.68	6.63	.0001	.82
Forsyth	"	34	56.03 (11.58)	66.65 (10.26)	10.62	.15	4.35	.0001	.75
Jamaica Evening	"	119	53.48 (12.93)	61.98 (12.85)	8.50	.81	11.74	.0001	1.08
Julia Richman	"	26	66.19 (16.88)	77.85 (10.46)	11.65	.80	5.74	.0001	1.13
J.H.S. 10	"	17	53.35 (11.83)	60.24 (11.97)	6.88	.63	2.76	.014	.67
J.H.S. 136	"	48	57.96 (14.09)	55.38 (14.40)	-2.58	.64	-1.48	.147	-.21
Lincoln Square	"	32	63.22 (9.29)	71.19 (7.17)	7.97	.77	7.63	.0001	1.35
Linden	"	23	57.04 (6.46)	73.35 (4.17)	16.30	.48	13.51	.0001	2.82
Maxwell	"	76	51.28 (11.3)	59.33 (11.98)	8.05	.91	14.25	.0001	1.64
Park Avenue	"	12	52.75 (11.58)	68.25 (15.02)	15.50	.45	3.75	.0001	1.08
Roberto Clemente	"	39	48.92 (10.56)	56.10 (12.09)	7.18	.72	5.18	.0001	.83
St. George	"	12	53.5 (12.24)	65.25 (12.4)	11.75	.96	11.65	.0001	3.36
Taft	"	39	43.90 (12.89)	51.18 (13.62)	7.28	.58	3.75	.001	.60

TABLE 10

Results of Native Language Tests by Learning Center

Site	Language	N	Pre-Test Mean (S.D.)	Post-Test Mean (S.D.)	Mean Diff.	Corr.	t	p	E.S.
Park Avenue	Creole	41	68.05 (14.7)	74.39 (13.61)	6.34	.93	7.57	.0001	1.18
Forsyth	Chinese	91	46.23 (7.32)	60.0 (7.23)	13.77	.48	17.61	.0001	1.85
J.H.S. 10	Greek	52	73.10 (11.14)	82.83 (13.80)	9.73	.47	5.40	.0001	.75
St. George	Italian	16	27.13 (7.63)	34.56 (8.22)	7.44	.94	10.43	.0001	2.61
Julia Richman	Chinese	20	64.75 (11.1)	72.65 (9.01)	7.9	.94	8.51	.0001	1.90
J.H.S. 10	Chinese	17	62.53 (15.61)	71.76 (12.5)	9.24	.94	6.62	.0001	1.61

TABLE 11

Native Language Arts Advancement by Language Group

Language	Number of N.L.A. Levels Advanced 0	+1	+2	+3
Chinese	108	76	9	
Haitian	30	21		
Greek	67	1		
Italian	8	8		
Spanish	968	256	39	4
Other	2	2		
TOTALS	1183 (74%)	364 (22.8%)	48 (3%)	4 (0.3%)

TABLE 12

Native Language Arts Advancement by Learning Center

Center	Number of N.L.A. Levels Advanced 0	+1	+2	+3
Brandeis	173	13		
Forsyth	140	62	10	
Jamaica Day	15	3	4	3
Jamaica Eve	122	37	11	
Juila Richman	41	28	2	
J.H.S. 10	127	23	2	
J.H.S. 136	104	23	1	
Lincoln Square	47	16	4	
Linden	12	26		
Maxwell	150			
Park Avenue	47	42	5	1
Roberto Clemente	43	37	6	
St. George	38	15		
Taft	128	39	3	
TOTALS	1,187 (74%)	364 (22.7%)	48 (3%)	4

ACHIEVEMENT IN ARITHMETIC

Students receiving instruction in arithmetic were tested twice during the school year with the New York City Arithmetic Computation Test. The program's evaluation design called for improvement at the 0.05 level of statistical significance. Test results are presented in Table 13 by language group and program site. Post-test scores were uniformly higher than pre-test scores and highly statistically significant. With the exception of the Roberto Clemente Center, where the effect size was in the moderate range, effect sizes were extremely large. For the most part, students' rank order on pre-testing was largely maintained on posttest. This was not the case at three centers -- Julia Richman, Jamaica Day, and J.H.S. 136 where there was considerable change in rank order between testings. In absolute terms, raw score gains ranged from 3.5 points at Taft to 16.5 at Linden. Typical gains were in the six to seven point range. The program realized its stated goal in the area of arithmetic instruction.

TABLE 13

Results of the New York City Arithmetic Computation Test by Site and Language

Site	Language	N	Pre-Test Mean (S.D.)	Post-Test Mean (S.D.)	Mean Diff.	Corr.	t	p	E.S.
Brandeis	Spanish	91	7.04 (4.22)	13.64 (6.59)	6.59	.64	12.40	.0001	1.30
Forsyth	"	42	7.57 (3.11)	15.21 (4.62)	7.64	.59	13.17	.0001	2.03
Jamaica Day	"	11	7.55 (4.13)	13.91 (5.34)	6.36	.33	3.80	.003	1.15
Jamaica Evening	"	159	8.67 (5.81)	15.02 (7.09)	6.35	.80	18.83	.0001	1.49
Julia Richman	"	26	10.96 (7.14)	23.58 (8.71)	12.62	.34	7.01	.0001	1.38
J.H.S. 10	"	25	10.72 (5.16)	17.48 (8.17)	6.76	.76	6.26	.0001	1.25
JHS 136	"	47	5.28 (3.5)	15.40 (10.24)	10.13	.24	6.94	.0001	1.01
Lincoln Square	"	33	10.12 (5.48)	15.36 (7.35)	5.24	.80	6.83	.0001	1.19
Linden	"	28	11.25 (6.54)	27.75 (6.54)	16.50	.66	16.11	.0001	3.05
Maxwell	"	110	7.82 (5.39)	15.06 (6.54)	7.25	.65	14.91	.0001	1.42
Park Avenue	"	23	9.26 (7.53)	20.70 (8.37)	11.43	.73	9.22	.0001	2.03
Roberto Clemente	"	31	5.42 (4.31)	11.52 (12.77)	6.10	.77	3.46	.002	.62
St. George	"	19	9.80 (5.13)	15.95 (5.69)	6.16	.90	10.83	.0001	2.49
Taft	"	52	6.65 (4.09)	10.15 (5.16)	3.50	.70	6.78	.0001	.94

TABLE 13

Site	Language	N	Pre-Test Mean	Pre-Test SD	Post-Test Mean	Post-Test SD	Mean Diff.	Corr.	t	p	E.S.
Park Avenue	Creole	40	13.7	(6.68)	24.78	(9.68)	11.08	.55	8.54	.0001	1.35
J.H.S. 10	Greek	65	28.8	(6.56)	34.89	(4.39)	6.09	.84	13.06	.0001	1.62
St. George	Italian	16	26.5	(7.29)	33.0	(6.89)	6.50	.93	9.69	.0001	2.42
Forsyth	Chinese	91	19.40	(4.8)	28.15	(5.11)	8.76	.67	20.61	.0001	2.16
Julia Richman	"	21	27.48	(6.43)	32.1	(4.07)	4.62	.86	5.91	.0001	1.29
J.H.S. 10	"	17	24.47	(7.48)	30.41	(6.08)	5.94	.77	5.12	.0001	1.24

VI. CONCLUSIONS AND RECOMMENDATIONS

The Bilingual Program in Auxiliary Services for High Schools has, in this first year of a new funding cycle, successfully continued and extended the prior effective program structure. It has been fortunate to have a responsive and sensitive administrative staff who are "tuned in" to the unique and changing needs of the program's target population of young adults. They have carefully structured the program to meet those needs with an appropriate instructional design and relevant non-instructional components.

Among the particular strengths of the program is its ability to achieve an exceptional degree of integration and cohesivenesss given the multi-site, multi-language, asynchronous (day and evening) nature of the program structure. Another notable strength is the innovative use of self-paced instructional approaches, backed by an unusually high degree of staff motivation and competence in the curriculum development area.

While the overall achievements of this program are certainly to be commended, the following recommendations are made to assist staff in addressing potential problem areas and in maintaining the present high level of effectiveness.

1. Staff members recognize the contradictions created by the fact that English-language skills are critically important for all program participants, yet the majority of the students are preparing for a Spanish-language G.E.D. exam. Program personnel should, however, continue to take a proactive stance in dealing with this situation, by encouraging students to explore long-term goals and to stretch definitions of what is possible for them.

In the context of the broad goals set forth in the program proposal, there should ideally be a somewhat greater emphasis on English-language competency for students in the Spanish component of the program.

2. The needs of the growing Haitian target population present particular challenges for the program to meet at this time. First, the existing center serving Haitian students is in Manhattan, while the Haitian population is based mainly in Brooklyn and Queens. If this is to remain the only site serving Haitian students, the possibility of relocation should be discussed. Second, one or more additional centers for Haitian students are recommended. Current efforts to address the needs of this growing population have included expansion at the present site this year, and an unsuccessful attempt to initiate this component at a second site. These efforts should be continued and extended. Third, the program has already identified the need to serve an increasing number of less prepared Haitian students, including those who read in Creole rather than French. Additional certified staff, qualified in Creole, may be hard to identify, but the possibility of additional staffing should be raised with the central A.S.H.S. administration. Fourth, the efforts to obtain more seats for students taking the G.E.D. exam in French would, if successful, provide additional options for Haitian students. These efforts are to be encouraged.

3. It is recommended that student communication across centers be strongly supported and encouraged. The program is already structured to facilitate continuity from site to site, and many students do move from one site to another during their time with the program. More program-

wide activities, for example, student-run cultural events or a student newsletter, might provide the opportunity for individual language and affective development, broaden communication with families and the larger community, enhance the integration of a far-flung program, and in other ways contribute to program goals.

4. Attention to students at the two lower instructional levels needs to be sustained, and probably increased. For example, there is a continuing need to develop and enhance curricular materials for students at the N.L.A. level. Another specific area of concern is the fact that because there are so many skills to be mastered at the General Education level, some students tend to perceive themselves as "getting stuck" at this level, and become discouraged about their progress. A variety of options to deal with this should be discussed within the program. One possibility is to reallocate some General Education material into other existing levels. Another is to break General Education into two levels, to enable students to experience the positive reinforcement of reaching another promotional level more quickly.

5. Optional summer instruction at certain learning centers could be highly beneficial to the A.S.H.S. student population in terms of providing educational continuity. It would also allow individual students to reach their goal more quickly. The summer months might also be a favorable time to schedule special college preparation sessions for students who were planning to begin college during the following academic year.

6. The program should develop and increase its emphases on serving

the whole student. Having made the transition from its origins as a G.E.D. preparation program very effectively, it should continue to grow in this direction. An enhanced career emphasis in curricular materials might be one of several possible ways to achieve this. Additional staff to provide educational and vocational advisement and counseling might be discussed with the central A.S.H.S. administration. At present these services are provided by the teaching staff for the smaller language components.

VII. APPENDICES

APPENDIX A

MAJOR COMPONENT ONE-YEAR OBJECTIVES

Instructional
(by June 1983)

a. As a result of their participation in the program, all LEP students participating in the Titel VII Bilingual Program will be assessed to determine their degree of English language proficiency using the LAB or a comparable instrument. Based on the English Language assessment conducted in the Spring, 1982, participating students who have demonstrated an acceptable level of English proficiency (above the 20th percentile on the LAB or comparable instrument) will be transferred to an instructional program/component funded through local and tax-levy funds. (Must use the LAB to determine eligibility under Entry-exit criteria. This objective is in line with section 123a.30d3 regarding transfers and does not pertain strictly to the measurement of achievement).

b. As a result of participating in the program at least 60% of the students enrolled in ESL will have been promoted one level of instruction as a result of successful completion of a class syllabus of writing, listening, speaking and reading activities. At least 25% of the students in ESL will aave been promoted two levels of instruction.

c. As a result of participating in the program, 75% of the students designated advanced students (capable of taking a standardized English reading test) will increase their level of reading comprehension and ability in English at a .05 level of statistical significance, as measured by forms of the Stanford Achievement Test.

d. As a result of their participation in the program, at least 60% of the students enrolled in General Education will increase their level of reading ability in the native language at a .05 level of statistical significance as measured by a standardized instrument in the student's dominant language (see Evaluation Design for specifics on each of 5 languages).

e. As a result of their participation in the program, 80% of the students who attend individualized arithmetic instruction will increase their level of arithmetic ability at a .05 level of statistical significance, as measured by the New York State Arithmetic Computation Test.

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f. As a result of their participation in the program, at least 75% of the students (minimum of 350) enrolled in the preparation program for the GED Examination (English or Spanish language forms), and who are tested, will pass the GED.

g. As a result of their participation in the program, at least 30% of the students in basic instruction (N.L.A. and General Education level classes) will be promoted to higher level class and at least 60% of the students in Pre.-H.S.E. level classes will be promoted to GED Exam Preparation. Promotion readiness is to be determined by completion of class syllabii (Check-off Sheets) and passing a criterion referenced test covering all 5 subjects of instructions: reading, math, language, social studies and science. (This criterion reference test will be designed by curriculum specialists under this project. See "Long Term Goal" F).

h. The services of the Bilingual Program will be expanded to at least four new sites.

i. As a result of their participation in the program, at least 100% of the students in the program will receive some instruction in English through the program's system of M.E.L.E.'s and E.L.E.'s as evidenced by official program records.

NON-INSTRUCTIONAL:

a. A.S.H.S. education centers with bilingual-bicultural programs will offer to all students a variety of center and programwide activities related to vocational-career awareness including vocational counseling, training program placement, a career exploration day etc.

b. At least 150 bilingual program students will be placed in training programs and/or provided employment.

c. At least 80% of those referred for training or employment will be placed.

d. At least 50% of students who earn a high school equivalency diploma will be accepted to college.

e. Sufficient number of commercially available vocational-career materials will be identified and included in the program's resource library (training center) to provide references for each of the Curriculum Guides' concept for vocational-career skills development and will include at least five resources for each of the program's level of instruction.

CURRICULUM:

a. To develop two new course syllabii (check-off sheets) which counselors and teachers can use to increase the degree of individualization. The check-off sheets will include provision for a "Personal Learning Schedule" and for personal instruction.

b. To include in the Bilingual Program's Curriculum Guides a sequential and topical outline covering at least 5 concepts related to vocational-career skills of learnings in math, reading, and language. These concepts will be considerate of methodology and materials appropriate to students at all educational levels, and for all language groups.

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c. To develop a minimum of 20 lessons and/or activities for an aural-oral approach suited to the needs of illiterate students in the classes known as Native Language Arts.

d. To develop a minimim of 20 lessons and/or activities for individualized instruction in reading and writing skills development for Chinese, Spanish, Italian, Greek, and Haitian French-speaking students.

STAFF DEVELOPMENT:

a. At least 20 bilingual program staff members will take advantage of at least one "external" professional improvement opportunity provided or arranged for by the program; in-service course, institute, major conference, university course, etc.

b. All staff will have an opportunity to participate in a planned "internal" program of training and development activities directed at improving and/or expanding instructional, supplementary, and/or counseling services (educational, personal, and vocational).

PARENT/COMMUNITY INVOLVEMENT:

a. At least 10% of individuals receiving bilingual program instructional and educational/vocational counseling services will be adults with preference given to parents of target population students.

b. A special Community Vocational-Career Advisory Committee will be established with emphasis placed on assisting the program in meeting its goals and objectives regarding vocational-career awareness and opportunities. This committee may function both independently and in conjunction with the Advisory Council.

EVALUATION DESIGN FOR THE BILINGUAL PROGRAM IN A.S.H.S. (1982-83) 123a.30e.2*

ASSESSMENT OF OBJECTIVES	DESIGN	DATA ANALYSIS	DATA COLLECTION INSTRUMENTS AND METHODS			SUBJECTS	STAFF RESPONSIBILITY
Instructional		Sta. Technique	Instrumentation	Data Collection Pre-Test	Post-Test		
A (Elig. for Transfer)	Times Series	Percentile Rankings	L.A.B. III	9/82	4/83	All Part. Students	Proj. Coord./ O.E.E Ed. Advisors
B (Promotion/E.S.L.	Prog. Data Analysis	Frequency Count	A.S.H.S. Transmittal Forms	N/A	5/83	All Part. Students	" "
C (Rdg. English)	Times Series	t test $p < .05$	Stanford Achv. Test	11/82	5/83	Stud. E of Latter on PHSE Sc.	" "
D (Rdg. Nat. Language)	Times Series	t test $p < .05$	Prueba de Lectura del Laboratoire Bensullo Yt. Inst. Tr. Made Crk. & Chinese	11/82	5/83	All CEN ED to NLA Stud.	" "
E (Arithmetic)	Times Series	t test $p < .05$	N.Y.C. Arithmetic Test	11/83	5/83	All Par..	" "
F (GED Pass Rate)	Prg. Data Analysis	Frequency Count	State G.E.D. Records	N/A	Jun./Sept 83	350 HSE Prep Stud.	" "
G (Promotion/Levels)	"	"	Transmittal Forms	N/A	5/83	All NLA to PHE Stud.	" "
H (New Sites)	"	"	NYC O.E.E. Impl. Checklist	N/A	5/83	Program	" "
I (MELE's/ELE's)	"	"	" "	N/A	5/83	Program	" "
Non-Instructional							
A-E	Prg. Data Analysis	Frequency Count	OEE Implementation Cklst./ Trans. Frms	N/A	5/83	B.Prog. Staff HSE Graduates Stud. Refer. to Training	Proj. Coord./OEE Career Guid. Spec.; Bil. Out-Reach Spec.
Curriculum							
A-D	Prg. Data Analysis	Frequency Count	O.E.E. Checklist	N/A	5/83	Prog. Staff	Proj. Coord./OEE Res. Tchr.-Cont. Area Specialist
Staff Development							
A, B	Prg. Data Analysis	Frequency Count	OEE Cklst./Inter-views, Effectiv. Scale	N/A	5/83	Prog. Staff	Proj. Coord./OEE Tr. Trainers
Parent/Community							
A, B	Prg. Data Analysis	Frequency Count	OEE Cklst.; Descr. Summaries	N/A	5/83	Stud. 21+, Parents, Asst. Coord.	Proj. Coord./OEE Asst. Coordinator

* Responds to items e.1 through e.6.

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APPENDIX C

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Auxiliary Services For High Schools
Bilingual Program

John P. Ramírez
Bilingual Coordinator

Alma T. Warner
Assistant Coordinator

OUTLINE for Curriculum PROJECTS

NAME _____ DATE _____

Check-off Subject Area _____ Nature of project _____

1. List in a brief outline form how your idea will break down into topics for lessons and sections of lessons. If your project does not involve lessons, then break whatever it is into a listing of its parts. You need not dwell here on what you hope will be the teaching and learning accomplishments of your project.

2. What steps do you plan to follow for completing the project? For example, "First I will . . ." Then I plan to . . . Third, I will . . ., etc. (Consider such things in your sequence as (1) "taking excerpts from commerical material" (2) writing original material (3) preparing any relevant teaching guides and answer keys (4) outlining the best method for handling typing (5) and so on in like manner.

3. At this time, what resources do you expect to use? (ie., texts, fictions, nonfictions, periodicals, original material, etc).

4. Suggest why and how this project will be helpful to teachers in covering the curriculum as it now exits on the Check-offs, such as:

   a. improving the usability of existing material.
   b. preparing exercises and activities for existing material.
   c. selecting alternative assignments and experiences for existing lessons.
   d. selecting additional items for inclusion on the Check-offs.

   Here you might want to mention briefly the contribution your project can make to improved teaching and learning.

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5. Timing: try to project the time you feel you'll need to complete the project.

Estimated number of sessions _____; Estimated hours/session _____

Total number of hours _____.

Use whatever rule of thumb you can. For example, an originally written 3 or 4 page lesson with questions might take 4 - 5 hours to complete. Excerpting materials and revising them might well take less but you need to allow for research time. Don't forget to calculate in revisions, proofreading, writing answer keys or guides, introductions, lesson headings, pagination whenever any of these or similar activities apply. (Compensation for curriculum development is regular teacher, para or teacher-in-charge per session rate). Sometimes projects are allotted 25 hour blocks, but try your best to complete the above estimation.

6. Work Schedule:

Circle days:	Number of hours per day:	Work site:
Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____

7. Do you feel this project represents what should be seen as only part of a bigger, longer-range project? If so, what and how? For example, writing lessons for topics in a General Ed. subject might be the first in writing lessons for the same subject at Pre., N.L.A. or GED. If the answer to the above question is "NO" please say so.

Procedures For Curriculum Development

1. Take time to think about and talk about your application. Focus in a rather specific need you wish to meet. Many first time developers plan projects that are either too broad or too vague to be actualized. Arrange to discuss your application with Alma Warner or other staff members.

2. Stay within the boundaries of the Check-off Sheets, unless your idea is clearly to meet a lack by adding new topics to the Check-off Sheets. Your project should be intended as helping to implement existing check-off items.

3. Don't be afraid to offer material and methods that are being used already by you in your classroom as a curriculum project. Refining these materials and putting them in a format for program wide use is a perfectly legitimate project. Although all projects sponsored by the ASHS Bilingual Program become property of the program and therefore available for consideration by all teachers, you can leave the question of program wide use up to the Program.

4. Work Site

   Unless cleared beforehand with John Ramírez, curriculum work is to be done at the Bilingual Program Resource and Training Center Room 321 in the Roberto Clemente Center located at 383 E. 139th Street, Bronx, New York 10454.

5. Work Schedule

   Projects can be worked on Monday to Thursday's until 4:55 p.m. To enter the building after 3:20 please ring 3 bells and the school security guard will admit you.

6. Maintaining a favorable work environment

   A curriculum writing area is available for writers (Room 318) to use while they work at the Bilingual Program Center. Supplies of paper, pencils, pen, tape, scissors, etc. can be picked up from our office (room 321) for use while working at the site.

7. Consultation with the Curriculum Development Team (Jerry, Rosendo, Alma)

   Projects are to be discussed with Rosendo, Alma or Jerry Long. They are available at the Bilingual Office from 3:25 - 4:45 p.m.

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8. Editing

The editing process is crucial to the successful production of all curriculum projects. Basically, editing here is seen as the combination of the creative talent of the writer, with the expertise and experience of the project editor. By doing this, we can ensure that the final product being developed meets the needs and can be supported by the resources of the Bilingual Program. Thus, it is important that writers see the input of the editors (i.e. proofreading, suggestions, additions, deletions, requests for re-writes, etc.) as a key part in the developemnt of their project.

9. Answer Keys, Guides, Etc.

Curriculum writers must remember that projects involving student responses will require the preparation of an answer key. Therefore, please allow time for this aspect of your project in your original application. In addition, you are asked to consider whether a teacher's guide would be appropriate to ensure the effective implementation of your project by other teachers in the Bilingual Program.

10. Running out of hours and additional applications

Projects are assigned blocks of time in which it is expected that they will be completed. When the limit approaches, the writer will be asked to meet with Alma and/or Rosendo to determine the next step from one of the alternatives below:

a. additional hours granted
b. file new application
c. have project completed by someone else

11. Procedures on time sheets, time cards, etc.

Time cards and time sheets are to be obtained from John Ramirez or Alma Warner. The time clock is located in Room 301. All writers should punch out by 4:55 p.m. and leave by 5:00 p.m. to avoid the possibility of being locked in the building. Cards can be left in the bottom slots of the time card holder.

APPENDIX D

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Auxiliary Services for High Schools
Bilingual Program

NATIVE LANGUAGE ARTS (A.B.E. I)

PRIMERA PARTE

LESSONS & ACTIVITIES (suggestions, variations, illustrations)	TOPICS	RESOURCES	(M.)E. L. S. **
CONOCIMIENTOS GENERALES			
alphab. abcede, flashcards, drills, fill-in blanks, letter bingo, unscrambling letters in proper order, match pictures to words, use of letters	1. El abecedario a. letras mayúsculas y minúsculas b. vocales y consonantes c. sonidos y combinaciones d. el orden alfabético	HRW 3,5; HLA 47-48 HLA 47-48 HRW 3-5 HLA 49-50	know names of letters in Eng.; differences in alphabet
handwriting abcede, tracing words and names, fill-in blank lists, exercises, con. sentences, word practice sheets for dexterity	2. La caligrafía: a. Cursiva y formas b. letras mayúsculas c. letras de molde d. escribir los números	HLA 117 HLA 47	practice writing names, addresses, and other words in English
present exercises for students to review rules, practice directions, multiple exercises, fill in blanks, cap. passage	3. Uso de los mayúsculas: a. nombres de personas b. nombres de lugares c. contenido de oraciones	HRW 3-10 HRW 110-11 HLA 49-50	learning differences bet. Spanish and Eng. Alph; assign practice exercises on Eng. names
display rules & examples, writing words in school, names in book, exercises	4. Signos y símbolos: a. el uso de la [illegible] b. concordancia entre sust. y verbo c. entre sustantivo y adjetivo	HRW 14-15 HRW 16-1 HRW 16-1 HRW 16-1	practice learning phrase of simple Eng. words; finding words in phrase in comic str.
EXPRESION ESCRITA			
practice word lists, directions, writing missing letters, study cover for misspelled words, games	1. La ortografía: a. ort. de palabras comunes b. escribir nombres de números	HRW 13-6 HRW 83-1 HLA 47	writing names of numbers in English
devise rules from examp., write creative writing from discuss., sentences in dot-to-dot, short dialogs, letter-writing, biography, memorizing words, use models	2. La oración: a. expresar pensamientos completos b. normas para escribir c. formas negativa, afirmativa, interrogativa	HLA 60; HRW 101-1 HRW 99 HRW 86-4	writing 10 sentences in Eng. giving basic information about oneself
devise rules from examp., practice in sentences, find errors, punctuate in dialogs	3. La puntuación: a. el punto al final de oración b. uso de signos interrogativos	HRW 77 HRW 88	present-writing about celebrations in English
DESTREZAS DE LECTURA			
parts, skills phonic abcede, flash cards, group experiences abcede, visual aids, to be read, interest centers, unscramble letters, dialogs, word bingo	1. Lectura funcional: a. Reconocer las diferentes letras b. reconocer palabras c. leer oraciones simples d. leer oraciones con fluidez e. interpretar signos de puntuación	HRW 1-3 HLA 47-48; HRW 3-10 HRW 3-5 HRW 3-5	students learn to read list of words related to school, work, and family life
experiences abcede, indiv. help from members of, oral questioning based on story read, written questions, find meanings using context clues, retelling stories, fill out applic. form, charts, photos	2. Comprensión: a. Seguir instrucciones b. contestar preg. básicas c. dar respuesta oral d. aprender palabras nuevas presentadas en la lectura e. recordar detalles importantes	HRW Pictures Learn HRW Pictures Learn HLA 94-105 HRW Pictures Learn	students learn to read and express opinions; words and questions on job applications forms
display work, have discussions, photos ideas, life situations, librarian, e-visuals, supplementary mat. products	3. Vocabulario de lectura en Estudios Sociales: tablas de tiempo, calendario, mapas, etiquetas, planillas, formularios, diagramas HLA 68, Read Lit. Reading Skills		students practice read subway and road maps
display work, field discussions, filmstrips, o-v's, collect soc.-related articles, skip counting, collect home com.	4. Vocabulario de lectura en Ciencias: alimentos, dinero, servicios públicos, salud, medicinas, el clima, comunicación, transportación, tecnología Matemáticas y Sociedad I		students learn to call "operadora, emergencias, names of local service agencies
read short selections, collect experience charts, role-play, learn to recognize life, guest speakers, visits to agencies, govt. building	5. Conceptos en Estudios Sociales y Ciencia (Para mejorar comprensión de lectura): leyes fundamentales, valores, diferencias en los Estados Unidos, métodos científicos, significado de términos vida Mat. & Comun.		students learn 50 vocabulary words in Science and Social Studies

HORARIO: (Concentrated Schedule in Parentheses)

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
2½ hr. min.	(Conocimientos Generales Emphasize speaking activities)	Expresión Escrita Emphasize personal experience activities	(Destrezas de Lectura Emphasize listening activities)	(Expresión Escrita Emphasize listening activities)	(Conocimientos Generales Emphasize small-group activities)
2½ hr. min.	Expresión Escrita Emphasize small-group activities)	(Destrezas de Lectura Emphasize speaking activities)	(Conocimientos Generales Emphasize small-group activities)	(Destrezas de Lectura Emphasize problem-solving activities)	(Destrezas de Lectura Emphasize listening activities)

Literacy Services for High Schools
Bilingual Program

NATIVE LANGUAGE ARTS (N.L.A. I)

SEGUNDA PARTE

SKILLS & ACTIVITIES (speaking, writing, listening)	TOPICS	RESOURCES	M.L. L. A. I
CONCIENCIA AUDIBLE			
encourage word lists in ordering (find ord., in dict.; visit libr., read, academy lists of ways of alphabet.; index, class words, etc.	1. El orden alfabético a. Ordenar una lista de palabras b. reconocer las voces: guías, diferenciar diferentes	NLA 49-51 Mart 4	given list of English words and ask students to alphabetize
devise rules from comp.; stud. indicate rule. Is he capit.; find rule. Incorrectly capit.; make lists of place, titles; find capit. rule, do newspapers use capit. in dictation	2. Uso de las mayúsculas a. en títulos b. nombres, apellidos c. abreviaturas d. meses, (días, días fest.) e. diferencias entre inglés y español	Mart 15 Mart 17 NLA 115-4 Mart 20 Mart 21 ESR 46-47	students compare diff. between Eng. and Span.; practice capit. through Eng. exercise exercises; learn names of days, months
devise rules from comp.; stud. divide divided words; writing hundreds forms (los Trasiluminados Hallowines)	3. La sílaba a. El uso de las sílabas b. separar palabras en sílabas	NLA 120-1 NSS 31-1 NLA 121-2 NSS 31-2	practice teaching an English words into syllables
underlining dict. do exercises in student words; teach up words into syllables	4. El diptongo y el hiato a. Pronunciar vocales fuertes y débiles b. reconocer diptongos e hiatos	NSS 46 NLA 122 NSS 44-47	practice pronouncing long and short sounds of vowels in English
(flash words; dictations; match numbers to words; prepare lists of uses of numbers in everyday situations	5. Los números a. Cifras hasta el mil b. números ordinales c. Leer cantidades grandes (+ - x ÷ = ¢ $)	NLA 87 NLA 75-80 ESR 53-55	writing names of numbers in Eng.; student numbers; checking words with problems in English
use in ads, activities; finding new words; often for spelling, etc.	6. El diccionario a. Usar diccionarios	NLA 46-48	practice find. ord. in Span/Eng dictionary
EXPRESION ESCRITA			
dictations; idiom, misspelled wds.; discuss. but, synonyms, homonyms; arrange wds. by second wds., connect wd. for sentences small group review of idiom. wds.	1. La oración a. palabras fundamentales en b. letras que se confunden c. Notas comunes en la d. clasificar palabras por e. sustantivos	NLA 119-20 NLA 17-18 NLA 17-18 NLA 17-18 NLA 17-18	students "noticed" Eng. wds. on weekly lists for checking with others; make up textbooks based
writing short biographies; research dilemma writing wksh. to write their autobiog describing cont.; wonders assembled sentences in best sequences	2. El párrafo a. Partes del párrafo b. oración introductoria y conclusiva c. orden lógico de oraciones	NLA 48 NLA 48 NLA 77	writing brief wksh. on representations on agency concerning items of interest
devise rules from examples; stud. in missing punct.; dictations	3. La puntuación a. el signo de interrogación b. la coma en serie	NSS 32 NSS 33-1	practice punctuating short selections in English
DESTREZAS DE LECTURA			
group writing of sup. charts"; indiv. practice readers; quest. stud. orally & in writing; write lists for group wksh. photog. to illustrate; summary of interviews; practice rules for using context clues; read adv. of stories, dialog, plays aloud	1. Comprensión y lectura oral: a. [illegible] b. presentar un resumen c. extraer las principales d. contestar preguntas sobre e. derivar significados de palabras nuevas f. leer con mayor fluidez	NLA 54-56	present short selection in English and ask students to themselves; working pictures to short selections; quest. finding words in Eng. dictionary; students rd. short dialog or play
present problem or situation, show diagrams; questions on short wds. select.; stud. prepare bulletin brd.; show filmstrip & audio-visuals; simulation exhib. make displays; prod. a. maps, charts, diagrams; visits to museums, government buildings, other points of interest	2. Lectura en fuentes variadas y diversas: a. [illegible] b. Nuestro ambiente natural (alrededor, vecindad, etc.) c. La Tierra y el Espacio d. Vivir en una democracia e. Personas y centros importantes f. Cívica (saber votar)		students need short selection in Eng. of varied themes; answer questions on shorts; students learn to fill out English exercises of personal needs; reading of schools and road maps; students learn to answer forms used in everyday life; book, audio, discuss, assembly

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Name _____ Center _____ Counselor _____

P. de L. _____ Math _____ SRT _____ Starting Date _____

Counseling Follow-Ups: _____
(Dates)

_____ _____

_____ _____

_____ _____

_____ _____

BIBLIOGRAPHY

NLA Native Language Arts, Title I Manual
POFl.,2 Prácticas de Ortografía, Cubero
NPF Mi Primera Fonética, Bishop
MPG Mi Primera Gramática, Huerta
MSS Multiple Skills Series, Barnell Loft
Basic Word Sets, Barnell Loft
Libro de Lectura (A,B), DACEE
Real Life Reading Skills, Scholastic
Naturaleza y Sociedad
El Mundo y mi Comunidad, Martinez

SOCIAL STUDIES / SCIENCE COGNATES

agency	agencia	accident	accidente
capital	capital	airport	aeropuerto
consumer	consumidor	automatic	automático
continent	continente	automobile	automóvil
diagram	diagrama	climate	clima
directions	direcciones	communication	comunicación
distance	distancia	computer	computadora
east	este	correspondence	correspondencia
employment	empleo	dentist	dentista
form	formulario	doctor	doctor
instructions	instrucciones	drug	droga
island	isla	fever	fiebre
map	mapa	hygiene	higiene
mountain	montaña	medicine	medicina
north	norte	operation	operación
ocean	océano	passport	pasaporte
office	oficina	sign	signo
peninsula	península	symbol	símbolo
police	policía	technology	tecnología
product	producto	telegram	telegrama
service	servicio	telephone	teléfono
south	sur	temperature	temperatura
traffic	tráfico	thermometer	termómetro
transit	tránsito	train	tren
west	oeste	transportation	transportación

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HIGH SCHOOL EQUIVALENCY EXAM PRACTICE CLASS - CHECK-OFF - Name _____
(Course of Study)

EXAM PRACTICE - "D" PHASE

Matemáticas (16 one hour sessions=16 hours)

___1.	Operaciones de NUMEROS ENTEROS	Repaso #20-32, 39-41, 47-50, 57-59
___2.	Introducción a QUEBRADOS-simplicación	Arco #142-150
___3.	QUEBRADOS-Suma, Resta	Arco 150-152, W.W.N. 33, 42 *
___4.	QUEBRADOS-multiplicación, división	Repaso 121-124, 130-132
___5.	Introducción a DECIMALES-conversiones	Repaso 152-154, 200-205
___6.	DECIMALES-suma, resta, multiplicación(aplicación)	Arco 166-172
___7.	DECIMALES-división, problemas mixtos	Arco 172-174 Repaso 207-219
___8.	Introducción a PORCIENTOS, conversiones	Repaso 221-232
___9.	PORCIENTOS-aplicación, interés	Arco 196-198, W.W.N. 94-95
___10.	PORCIENTOS-"es", "de"	Repaso 242-248
___11.	MEDIDAS-Introducción	W.W.N. 107
___12.	MEDIDAS-operaciones	W.W.N. 108-115
___13.	GEOMETRIA-fórmulas de perímetro, área, volumen	Arco #16-213
___14.	GEOMETRIA-práctica, aplicaciones	Arco 213-222
___15.	ALGEBRA-números algebraicos, oporaciones básicas	Arco 206-208
___16.	ALGEBRA-coordenadas, gráficas de todos tipos	Arco 209-210

Expresión Escrita (16 one hour sessions=16 hours)

___1.	La VOCAL, el DIPTONGO, y la SILABA	Cubero #7,19-24; Perera 14-20
___2.	Palabras AGUDAS, LLANAS, y ESDRUJULAS	Cubero #7,26-28; Perera 11-13
___3.	Reglas del ACENTO ORTOGRAFICO	Perera 21-34*; HANDOUT *
___4.	El acento DIACRITICO	Arco 12-14; HANDOUT
___5.	Problemas ortográficos: LETRAS QUE SE CONFUNDEN	Laroburu#2,24-34; HANDOUT
___6.	PALABRAS que se confunden	Ortografía* 18-28, 42-46, 78-85
___7.	Partes de las oración, SUJETO Y PREDICADO	Cubero#8, 22-25, 31-34, 37-43, 46-49
___8.	Oración y FRAGMENTO	Arco 19-21; Cubero#8 109-129
___9.	CONCORDANCIA de sujeto y verbo	Arco 24-27
___10.	Uso correcto de los TIEMPOS DEL VERBO	Pello* 99-130
___11.	El verbo HABER; DEBER y DEBER DE	Arco 36-37
___12.	Las PREPOSICIONES; leísmo, laísmo, loísmo	Cubero#8, 100-301; Pello 134-136, Arco#11
___13.	Las MAYUSCULAS	Arco 45
___14.	La COMA y sus diferentes usos	Perera 73-87
___15.	Los DOS PUNTOS y el PUNTO y COMA	Arco 52-56
___16.	El DIALOGO y las citas	Perera 125-128; Pello 51-57

*** NOTA: Para lo siguiente, favor de consultar el "Pollato" ***

Estudios Sociales (6 clases de cuarenta minutos: 4 horas)

___1.	Economía:	obreros y producción/Gráficas básicas: de línea y círculo
___2.	Historia: E.E.U.U. y Relaciones Internacionales/Más gráficas:	de barras y líneas
___3.	Historia:	Independencia de Am. Lat./Más gráficas: de barras y círculo y línea
___4.	Ciencia de Conducta Humana:	psicología/Práctica adicional con gráficas
___5.	Geografía:	clima y ambiente/Mapas de regiones del mundo
___6.	Ciencias Políticas:	distribución de poderes/Mapas de América

Ciencias Naturales (cinco clases de 3½ horas)

___1.	Biología:	seres humanos; sistemas del cuerpo humano/diagramas para tarea
___2.	Biología:	salud y nutrición/tablas para tarea
___3.	Física:	luz y sonido/diagramas para tarea
___4.	Química:	reacciones/fórmulas para tarea
___5.	La Tierra	procesos geológicos/diagramas para tarea

Lectura (cinco clases de cuarenta minutos: 3½ horas)

___1.	Lectura en general:	técnicas de lectura idea central, inferencias, (artículo de revista)
___2.	Lectura en general:	Los hechos vs. la opinión Caricatura política (Editoriales)
___3.	Prosa:	idea central de (cuentos)
___4.	La poesía y la obra dramática:	Lenguaje figurativo glosario de términos (poemas líricos)
___5.	La lectura en la vida diaria:	instrucciones y anuncios clasificados (instrucciones)

(Total=16 evening sessions; 40-48 hours)

HORARIO
(Suggested only: space available for individualizing)

Día 1	Día 2	Día 3	Día 4	Día 5, etc.
55-60min.(Gram.)	(Gram.)	(Gram.)	(Gram.)	(Gram.)
55-60min.(Mat.)	(Mat.)	(Mat.)	(Mat.)	(Mat.)
35-40min.(E.Soc.)	(C.Natu.)	(Lec.)	(E.Soc.)	(Cien.Nat.)

Fecha aproximada del examen:

(Si su asistencia es menos del 90% la fecha de su examen será extendida o será cambiado a la clase de [illegible] S.E.

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To the Teacher: the following homework assignments are suggested followings to the class discussions listed on the front. Appropriate activities from Arco, Barrons or the programs own tareas' booklet should be given to students to do at home.

Tarea

1) Lea cada asignatura cuidadosamente y note los puntos importantes para recordar.

2) Contesta cualquier pregunta o coloque la información que falta en los diagramas y las gráficas.

Estudios Sociales

1) Economía - Obreros y producción
2) Historia - EE.UU. y Relaciones Internacionales
3) Historia - Independencia de América Latina
4) Ciencia de conducta humana - psicología
5) Geografía - clima y ambiente
6) Ciencia Política - distribución de poderes

Ciencias Naturales

1) La Biología - diagramas; sistemas del cuerpo humano
2) La Biología - diagramas sobre salud y nutrición
3) La Física - diagramas sobre luz/sonido
4) La Química - análisis de fórmulas
5) La Agronomía - diagramas sobre procesos geológicos

Lectura

1) Lectura General - Barnell Loft; artículos de revistas
2) Lectura General (hechos contra opiniones) - editoriales para comparar
3) Prosa - interpretación de un cuento
4) Poesía y Drama: lenguage figurativo - poemas líricos
5) Lectura Práctica - instrucciones para tomar un examen

LEGEND	TEXT
Repaso	Repaso Matemático
W.W.N.	Working With Numbers
Cubero #7, #8	Español Activo, Tomos 7, 8
Ortografía	Ortografía (M. Perera)
Perera	Acentuación y Puntuación
Legorburu #2	Ortografía del Español, Segundo nivel
Pello	Manual de Ejercicios Gramaticales
HANDOUT	Mimeographed sections from Legorburu (1-11) (available from Clemente Center)

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...y Services for High Schools - Bilingual Component

HIGH SCHOOL EQUIVALENCY EXAM PRACTICE CLASS - CHECK-OFF - Name _____
(Course of Study)

PHASE 9

Matemáticas (dieciseis clases de una hora = 16 horas)

1. Operaciones de NUMEROS ENTEROS — WWN 24-25,Repaso 47-50,57-59,64-65
2. Introducción a QUEBRADOS-simplificación — Arco 141-151 WWN 29,30
3. QUEBRADOS-Suma, Resta — Arco 152-159 WWN 35, 40-42
4. QUEBRADOS-multiplicación, división — Arco 155-160 WWN 53,55
5. Introducción a DECIMALES-conversiones — Arco 161-166
6. DECIMALES-suma, resta, multiplicación(aplicación) — Arco 166-172
7. DECIMALES-división, problemas mixtos — Arco 172-180 WWN 79
8. Introducción a PORCIENTOS, conversiones — Arco 181-186, Repaso 224,226,228,230
   PORCIENTOS-aplicación, interés — Repaso 233-239
10. PORCIENTOS-"es", "de" — Repaso 241-243, 247-249
11. MEDIDAS-Introducción — WWN HANDOUT (107-132)
12. MEDIDAS-operaciones — WWN HANDOUT (107-132)
13. GEOMETRIA-fórmulas de perímetro, área, volumen — WWN HANDOUT (107-132) Arco216-218
14. GEOMETRIA-práctica, aplicaciones — WWN HANDOUT (107-132) Arco 219-222
15. ALGEBRA-números algebraícos, operaciones básicas — Arco 206-211
16. ALGEBRA-coordenadas, gráficas de todos tipos — Arco 211-215

Expresion Escrita (dieciseis clases de una hora = 16 horas)

1. La VOCAL, el DIPTONGO, y la SILABA — Cubero #7,19-24; Perera 14-20
2. Palabras AGUDAS, LLANAS, y ESDRUJULAS — Arco 9-11
   -Vas del ACENTO ORTOGRAFICO — HANDOUT; Arco 10-12
4. El acento DIACRITICO — HANDOUT; Arco 12-19
5. Problemas ortograficos: LETRAS QUE SE CONFUNDEN — Legorburu #2 24-34
6. PALABRAS que se confunden — Pello 59-73
7. Partes de la oracion, SUJETO Y PREDICADO — Cubero 7 143-146; Arco 41
8. Oración y FRAGMENTO — Arco 19-24 Pello 149-154
9. CONCORDANCIA de sujeto y verbo — Cubero #8, 37-62 Arco 24-27
10. Uso correcto de los TIEMPOS DEL VERBO — Cubero #8 65-77 Arco 32-36
11. El verbo HABER: DEBER y DEBER DE — Arco 36-37
12. Las PREPOSICIONES: leismo, laismo, loismo — Pello 134-144 Arco 39-41
13. Las MAYUSCULAS — Arco 45 Legorburu 2, 55-57
14. La COMA y sus diferentes usos — Arco 46-51
15. Los DOS PUNTOS y el PUNTO y COMA — Arco 52-56
    - DIALOGO y las citas — Arco 57-61

Estudios Sociales (4 clases de cuarenta minutos: 4 horas)

1. Economía: Renta nacional; Fiscal y monetario vs. Monetary/Graficas básicas: lineas
2. Historia: Relaciones Internacionales/Más graficas: diagramas y mapas
3. Historia: de Puerto Rico y el resto del Caribe/más graficas: diagrama y barras
4. Ciencia de Conducta Humana: antropología/Práctica adicional con gráficas y mapas
5. Geografía: Regiones de EE.UU./Diferentes tipos de mapas
6. Ciencias Políticas: Los servicios rendidos por el gobierno/mapas del mundo

Ciencias Naturales (5 clases de 40 minutos=3 1/4 horas)

1. Biología: Herencia/diagramas para tarea
2. Biología: clasificación/tablas para tarea
3. Física: movimiento y fuerza/diagramas y tablas para tarea
4. Química: bases, ácidos y sales/práctica con formulas para tarea
5. Geología: cambios geológicos/diagramas

Lectura (5 clases de 40 minutos= 3 1/4 horas)

1. Lectura en general: técnicas de lectura: el punto de vista/no ficción
2. Lectura en general: los hechos vs la opinión: caricaturas/editoriales
3. Prosa: obra dramática - personajes/obras dramáticas
4. Poesía: lenguaje figurativo - glosario de términos/baladas
5. La lectura en la vida diaria: anuncios generales/instrucciones

(Total 16 evening sessions; 40-48hours)

HORARIO
(Suggested only; space available for individualising)

	Día 1	Día 2	Día 3	Día 4	Día 5, etc.	
40 min.	(Gram.)	(Gram.)	(Gram.)	(Gram.)	(Gram.)	
60 min.	(Mat.)	(Mat.)	(Mat.)	(Mat.)	(Mat.)	
40 min.	(E.Soc.)	(C.Natu.)	(Lec.)	(E.Soc.)	(Cien.Nat.)	(etc.)

Fecha aproximada del examen:
(Si su asistencia es menos del 90% la fecha de su examen será extendida
) Ud. será cambiado a la clase de Pre -G.E.D.

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[the Teacher: the following homework assignments are suggested followings ... the class discussions listed on the front. Appropriate activities from ...do, Barrons or the program's own Tareas booklets should be given to studen... to do at home.

Tarea

1) Lea cada asignatura cuidadosamente y note los puntos importantes para recordar.

2) Conteste cualquier pregunta o coloque la información que falta en los diagramas y las gráficas.

Estudios Sociales

1. Economía - Renta nacional (G.N.P.)
2. Historia - Relaciones internacionales
3. Historia - Puerto Rico y el Caribe
4. Ciencia de la conducta - Antropología
5. Geografía - Regiones de América
6. Ciencias Políticas - Servicios rendidos por el gobierno

Ciencias Naturales

1. Biología - Herencia (diagramas)
2. Biología - Clasificación (tablas)
3. Física - Movimiento y fuerza (diagramas)
4. Química - Acidos y bases (fórmulas)
5. Geología - Cambios (diagramas)

Lectura

1. Lectura general - Literatura (no ficción)
2. Lectura general - Orden lógico
3. Prosa - Diálogos
4. Poesía - Baladas
5. Lectura práctica - Anuncios

LEGEND	TEXT
Repaso	Repaso Matemático
W.W.N.	Working With Numbers
W.W.N. HANDOUT	Translated sections of pgs. 106-132*
Cubero #7, #8	Espanol Activo, Tomos 7,8.
Ortografía	Ortografía (H. Perera)
Perera	Acentuación y Puntuación
Legorburu #1, #2	Ortografía del Espanol, Primer y segundo nivel
Pello	Manual de Ejercicios Gramaticales
HANDOUT	Mimographed sections from Legorburu (1-11)*

*(available from Clemente Center)

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Lesson 23

Handling Poisonous Snakes

1. reptile ['reptail] 爬行的冷血动物
2. rarely ['reəli] 很少
3. forbid [fə'bid] 禁止
4. logical ['lɔdʒikəl] 符合逻辑的
5. exhibit [ig'zibit] 展出 陈列
6. proceed [prə'si:d] 继续进行 继续进下去
7. precaution [pri'kɔ:ʃən] 预防 谨慎
8. extract ['ikstrækt] 提出 抽出
9. prior ['praiə] 在前的
10. embrace [em'breis] 拥抱
11. valiant ['væljənt] 勇敢的
12. partial ['pɑ:ʃəl] 部分的

Lesson 24

Punishment for Drug Abuse

1. neutral ['nju:trəl] 中立的
2. detect [di'tekt] 察觉 查明
3. wail [weil] 痛哭 哀诉
4. sneer [sniə] 轻视
5. scowl [skaul] 皱眉头 怒视
6. vermin ['və:min] 害虫
7. waddle ['wɔdl] 摇摆地走
8. encourage [in'kʌridʒ] 鼓励
9. fierce [fiəs] 猛烈的 凶猛的
10. trifle ['traifəl] 少量 些少
11. consider [kən'sidə] 考虑
12. symbol ['simbəl] 象征 符号

Lesson 25

Love and Marriage

1. architect ['ɑ:kitekt] 建筑师
2. matrimony ['mætriməni] 婚姻生活 婚礼
3. baggage ['bægidʒ] 行李
4. squander ['skwɔndə] 浪费 乱花 (金钱 时间等)
5. abroad [ə'brɔ:d] 外国 到处
6. fugitive ['fju:dʒətiv] 逃亡者
7. calamity [kə'læmiti] 灾难 祸害
8. pauper ['pɔ:pə] 贫民
9. envy ['envi] 妒忌
10. collapse [kə'læps] 倒塌 崩溃 (建筑 身体等有机物的)停止
11. prosecute ['prɔsikju:t] 对 起诉 检控
12. bigamy ['bigəmi] 重婚

Lesson 26

Some Tall Tales

1. possible ['pɔsibəl] 可能的
2. compel [kəm'pel] 强迫
3. awkward ['ɔ:kwəd] 笨拙的 不熟练的
4. venture ['ventʃə] 冒险行动
5. awesome ['ɔ:səm] 害怕的 敬畏的
6. guide [gaid] 导游者 指导者
7. quench [kwentʃ] 喝 解渴 止渴
8. betray [bi'trei] 背叛 暴露
9. utter ['ʌtə] 说 表达
10. pacify ['pæsifai] 使镇静 平静
11. respond [ris'pɔnd] 回答 反应
12. beckon ['bekən] (以手势或类似方式)示意

Lesson 27

Problems We Face

1. despite [dis'pait] 尽管
2. disrupt [dis'rʌpt] 引起(交通秩序)混乱, 使前进
3. rash [ræʃ] n 红疹, 突然间大量出现的事物, 鲁莽的
4. rapid ['ræpid] 迅速的
5. exhaust [ig'zɔ:st] 竭尽, 疲惫
6. severity [si'veriti] 严厉, 严酷
7. feeble ['fi:bəl] 虚弱的
8. unite [ju'nait] 联合 统一
9. cease [si:s] 停止
10. thrifty ['θrifti] 节俭的, 兴旺的
11. miserly ['maizəli] 吝啬
12. monarch ['mɔnək] 君主 皇帝 统治者

Lesson 28

What Did You Have for Breakfast

1. outlaw ['autlɔ:] n 被放逐者 逃犯 v 宣布非法
2. pronounce [prə'nauns] 提高, 使(字)有调 快速
3. undernourished [ʌndə'nʌriʃt] 缺乏营养
4. illustrate ['ilʌstreit] (用图或例子等) 说明 阐明
5. disclose [dis'kləuz] 揭发 透露
6. excessive [ik'sesiv] 过多的 过分的
7. disaster [di'zɑ:stə] 灾难
8. sensor ['sensə] 警察官 (英国 电影 书刊等的)审查员
9. culprit ['kʌlprit] 犯人 罪犯
10. juvenile ['dʒu:vənail] a 青少年的 n 青少年
11. bait [beit] 饵
12. insist [in'sist] 坚持

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Lesson 29

Camp Safety

1. tail [teil] 高等工作 艰苦的劳动
2. blunder [blʌndə] 大错
3. daze [deiz] 使迷乱
4. mourn [mɔ:n] 哀悼
5. subside [səb'said] 下沉 减退
6. main [mein] 使残废
7. comprehend [kɔmpri'hend] 了解
8. co mand [kə'mɑ:nd] 指挥 把事物支给某人保管
9. final [fainəl] 最后的 决定性的
10. except [ik'sept] 免除
11. vain [vein] 值得的 徒劳的
12. repetition [repi'tiʃən] 重复

Lesson 30

Bible Zoo

1. depict [di'pikt] 描绘，描写
2. mortal [mɔ:təl] 肉体的人的 致命的
3. novel [nɔvəl] 新的 离奇的 长篇小说
4. occupant [ɔkjupənt] 住客人（指房屋 办公室）
5. appoint [ə'pɔint] 决定 约定（指时间地点）委任
6. quarter [kwɔ:tə] 地点 地区 居住地方
7. site [sait] 地点
8. quote [kwout] 引证事实的一段文章 引述
9. verse [və:s] （圣经中的）节 短句 诗行 诗节
10. morality [mə'rælitɪ] 道德
11. roam [rɔum] 流浪
12. attract [ə'trækt] 吸引 引起某人之注意

Lesson 31

Record Holders

1. commute [kɔmju:t] 经常往来于两地之间
2. confine [kɔn'fain] 禁闭 限於
3. idle ['aidəl] 无所事事；空闲的；懒散
4. idol ['aidəl] 偶像
5. jest [dʒest] 开玩笑 讽刺
6. patriotic [pætri'ɔtik] 爱国的
7. dispute [dis'pju:t] 争论
8. valor [vælə] 勇敢
9. lunatic ['lju:nətik] 疯狂的；狂人
10. vein [vein] 心情
11. uneventful [ʌni'ventful] 平凡的
12. fertile ['fə:tail] 多产的 丰富的

Lesson 32

How Our Language Grows

1. refer [ri'fə:] 把……提交 提及
2. distress [distrés] 忧痛 苦恼
3. diminish [di'miniʃ] 减少 减低
4. maximum ['mæksiməm] 最大量，最高的
5. flee [fli:] 逃亡
6. vulnerable ['vʌlnərəbəl] 易受伤的 脆弱的
7. signify ['signifai] 表示（用手势 说话 符号）示意
8. mythology [mi'θɔlədʒi] 神话
9. colleague ['kɔli:g] 同事
10. torment ['tɔ:ment] 苦
11. apologize [ə'pɔlədʒaiz] 道歉 认错
12. [illegible]ity [l'jæliti] 忠诚

Lesson 33

Don't Look over My Shoulder!

1. volunteer [vɔlən'tiə] 自愿承担者 自愿者
2. prejudice ['predʒudis] 偏见
3. shrill [ʃril] 尖声的 刺耳的
4. jolly ['dʒɔli] 快乐的 有趣的
5. witty ['witi] 有机智的
6. hinder ['hində] 阻碍
7. lecture ['lektʃə] 演说 演讲 责骂 教训
8. abuse [ə'bju:z] 滥用 辱骂
9. mumble ['mʌmbəl] 含糊地说话
10. mute [mju:t] 沉默的，说不出话的
11. wad [wɔd] 软物的小块
12. retain [ri'tein] 保留 记住

Lesson 34

A Course for Parents

1. candidate ['kændideit] 候选人
2. precede [pri'si:d] 在……以前；（地位等）高于
3. adolescent [ædə'lesənt] 青春期的 青少年
4. unobservational [ʌnəbzə:'veiʃənəl] 缺乏观察的
5. radical [rædikəl] 根本的，极端的 激进分子
6. spontaneous [spɔn'teiniəs] 自动的；出于自然的，即时发生的
7. skin [skin] 表面一层薄薄东西 掠过 吸读
8. vaccinate ['væksineit] 给……种牛痘
9. untidy [ʌn'taidi] 不整齐 无次序
10. utensil [ju:'tensəl] 器皿 用具
11. sensitive ['sensitiv] 敏感；易受影响的；（仪器）易感应的
12. temperate ['tempərit] 温和的

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Lesson 35

Summer Travel

1. vague	[veig]	不明确的
2. elevate	['elɪveit]	提升……的职位；提高
3. lottery	['lɔtəri]	彩票
4. finance	[fai'næns]	财政
5. obtain	[əb'tein]	得到
6. cinema	['sinəmə]	电影
7. event	[i'vent]	事件，大事，场景
8. dimard	[dɪsk'ɑ:d]	抛弃
9. soar	[sɔ:]	飞高，翱翔
10. subsequent	['sʌbsɪkwənt]	随后，接……之后
11. relate	[ri'leit]	叙述，有关
12. stationary	['steiʃnəri]	固定的，静止的，不动的

Lesson 36

A Helping Hand

1. prompt	[prɔmpt]	迅速的，立刻行动 促使
2. hasty	['heisti]	急速，草率的
3. scorch	[skɔ:tʃ]	轻度烧焦，使枯萎，严厉批评
4. tempest	['tempɪst]	暴风暴，骚动
5. soothe	[su:ð]	使镇定，安慰
6. sympathetic	[simpə'θetik]	同情
7. redeem	[ri'di:m]	赎回，付清，履行(诺言等)
8. resume	[rə'zju:m]	(活动断后)再继续
9. harmony	['hɑ:məni]	和谐，和声
10. refrain	[ri'frein]	副歌
11. illegal	[i'li:gəl]	不合法的
12. narcotic	[nɑ:'kɔtik]	n 麻醉剂，麻药

Lesson 37

Listen to Rocky the Bear

1. heir	[ɛə]	(财产的)继承人
2. majestic	[mə'dʒestik]	雄伟的，崇高的
3. dwindle	['dwindəl]	缩小
4. surplus	['sə:pləs]	剩余
5. traitor	['treitə]	叛国贼
6. deliberate	[di'libəreit]	a 故意的，蓄意的；v 仔细考虑
7. vandal	['vændəl]	破坏者
8. drought	[draut]	旱灾
9. abide	[ə'baid]	遵守(法律，诺言决定等)，居住，容忍
10. unify	['ju:nifai]	团结，统一
11. summit	['sʌmit]	高峰的
12. hood	[hud]	罩帽

Lesson 38

Gulliver's Travels

1. biography	[bai'ɔgrəfi]	自传
2. drench	[drentʃ]	浸透
3. swarm	[swɔ:m]	(移动中的)一群昆虫，一大群
4. wobble	[wɔbəl]	摇摆
5. tumult	['tju:mʌlt]	or ['tju:məlt] 喧嚣吵闹，骚乱
6. kneel	[ni:l]	跪
7. dejected	[di'dʒektid]	不振的，沮丧的
8. obedient	[ə'bi:diənt]	服从的
9. recede	[ri'si:d]	倒退，收回
10. tyrant	['taiərənt]	暴君
11. charity	['tʃærɪti]	慈善
12. verdict	['və:dikt]	裁决，判定，判断

Lesson 39

Beast Roof on Eye

1. uncover	[ʌn'kʌvə]	揭出，发现
2. depart	[di'pɑ:t]	离开，违反，去世
3. coincide	[kəuin'said]	恰好相合(在空间，时间或观点)，一致
4. cancel	['kænsəl]	取消
5. debtor	['detə]	债主
6. legible	['ledʒibəl]	能读的，易读，字迹清楚
7. placard	['plækɑ:d]	布告，标语牌
8. contagious	[kən'teidʒəs]	(接触)传染的
9. clergy	['klə:dʒi]	(集合数)教师；(集体崇敬的)教义
10. customary	['kʌstəməri]	平时的
11. transparent	[træns'pærənt]	透明的
12. mould	[məuld]	用模具浇注，浇出

Lesson 40

Weight-watchers

1. epidemic	[epi'demik]	传染的 流行性的
2. obesity	[əu'bi:siti]	过肥
3. magnify	['mægnifai]	v 放大；夸大
4. chiropractor	['kairəpræktə]	指压骨接治疗者
5. obstruction	[əb'strʌkʃən]	障碍物；阻塞；阻碍
6. ventilate	['ventileit]	使通风；(使血液)吸收氧气；自由讨论
7. jeopardize	['dʒepədaiz]	危害
8. negative	['negətiv]	否决，负，黑白底片
9. pessimism	['pesimizm]	悲观论
10. vital	['vaitəl]	生命的；维持生命所必须的，致命的
11. municipal	[mju:'nisipəl]	市的，市政的
12. oral	['ɔ:rəl]	口述的，口语的

APPENDIX E

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TO: TEACHERS HAVING STUDENTS AT THE GEN. ED. LEVEL

FROM: John Ramírez

RE: FIELD-TESTING THE GEN. ED. LEVEL PROMOTION TEST

DATE: JANUARY 3, 1983

We are currently in the process of evaluating the preliminary versions of the promotion tests, developed for the Gen. Ed. level. Your assistance in this effort is essential in order to assess their validity as promotion instruments. Following is some relevant background information on these tests:

1. REASONS FOR CREATING TEST: Based on suggestions from various staff members. It is hoped that this test will establish an objective standard for what the students should know on a program-wide basis. Students will know from the start that they will have to demonstrate what they have learned in order to move on to the next level.

2. FORMAT OF THE TESTS: Three (3) sub-tests have been prepared in the areas of Mathematics, Science, and Social Studies. Each sub-test has fifty (50) questions. The Science and Social Studies sub-tests are multiple choice. The questions attempt to measure not only knowledge, but also specific skills (i.e., map reading, finding the main idea, etc.).

3. SCOPE OF THESE TESTS: All questions are directly based on topics in the Gen. Ed. check-off sheet. Whenever possible (especially with the Science and Social Studies), the questions were written based on the LECTURAS and INFORMACION lessons from the Folletos and Cuadernos.

4. STUDENTS TO BE TESTED: Only students that fall into either one of these categories should be tested:

   4.1 Students who have recently (in the last month) completed in the Gen. Ed. check-off any or all of the 3 content areas being tested.

   4.2 Students who have almost (90%) completed any or all of the 3 content areas being tested.

5. ADMINISTERING THE TEST: Needless to say, we consider you an expert on this level. The time you have dedicated to teaching this level has given you valuable insight on both the curriculum and the ability of these students. Now you can help us at this point by doing the following:

   5.1 BY MID-JANUARY, select those students you feel fall into either category mentioned earlier and administer the appropriate test(s).

   5.2 It is acceptable to test students in one or two areas only, if that is all they have (or nearly have) completed.

   5.3 At present, no time limit has been set, but it is estimated that most students will finish each sub-test in one (1) hour or less.

   5.4 All three (3) sub-tests need not be given on the same day/evening or in any order. However, we recommend that each be completed in one sitting.

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ADMINISTERING THE TEST (CONT'D):

5.5 Answer keys have been provided for marking the exams.

5.6 Briefly discuss the experience with each student. Note their reactions in the column provided on the SUMMARY SHEET. Does their impression of the test correspond with their achievement on it?

5.7 Once students finish a test, ask them to fill out a STUDENT QUESTIONNAIRE. (If a student takes all three sub-tests, he should complete three questionnaires).

5.8 As the teacher, your impression of these sub-tests is even more important. Provide us with feedback. A special FEEDBACK SHEET is attached for this purpose. ALL, repeat, ALL comments concerning this test will be welcomed. Should you note the need for correction, please use one of the tests to make the necessary corrections and send it along with your FEEDBACK SHEET.

6. DATA COLLECTION AND RETRIEVAL:

Please return to this office BY JANUARY 20th:

1. TEACHER FEEDBACK SHEET.
2. STUDENT QUESTIONNAIRES.
3. Data collection (SUMMARY) SHEET.

A stamped, self-addressed envelope is enclosed to ensure arrival at this office by the due date.

After collection of all feedback from participating centers, data will be analyzed. Tests will be reviewed and changed where necessary. The primary goal is to prepare a practical and relevant test instrument which, in the end, will help us in our joint effort to deliver quality instruction.

Thank you for your cooperation toward this end.

ATTACHMENTS:

1. Tests and answer sheets.
2. Answer keys.
3. Student questionnaires.
4. Teacher's feedback form.
5. Data collection (SUMMARY) sheets.
6. Stamped, self-addressed envelope.

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Bilingual Program
Auxiliary Services for High Schools

TEACHER'S FEEDBACK FORM

TEST BEING EVALUATED: ___Science ___Soc. Stud. ___Mathematics

I Please rate the following items in terms of their appropriateness ranging from: 1- very appropriate and suitable
2-
3-
4-
5- not appropriate at all

Circle your choice. Please comment on any "4" or "5" rating.

1. Length of test: 1 2 3 4 5 Comments:_____

2. Types of questions chosen: 1 2 3 4 5 Comments:_____

3. Relevance of questions: 1 2 3 4 5 Comments:_____

4. Choice of illustrations: 1 2 3 4 5 Comments:_____

5. Choice of reading passages: 1 2 3 4 5 Comments:_____

6. Language used in questions: 1 2 3 4 5 Comments:_____

7. Level of difficulty of test: 1 2 3 4 5 Comments:_____

8. Format of test: 1 2 3 4 5 Comments:_____

9. Ability of test to determine promotion: 1 2 3 4 5
Comments: _____

10. Usefulness of test to assess student learning: 1 2 3 4 5
Comments:_____

TEACHER'S NAME:_____ CENTER:_____

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TEACHER'S FEEDBACK FORM (continued)

II GENERAL COMMENTS: (may be addressed once for all 3 tests)

1. Was there any specific item (or items) which you felt should be revised?

2. Who should best administer these tests?

3. What do you feel is the best way to administer these tests?

4. WHEN do you feel is the best time to administer them?

5. It is hoped that these tests will help teachers in the way they provide instruction. How do you feel about this assumption?

6. Please feel free to make any additional comments concerning these tests.

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Bilingual Program
Auxiliary Services for High Schools

CRITERION REFERENCED TEST - GENERAL EDUCATION LEVEL (FIELD TEST VERSION):

SUMMARY SHEET

NAMES OF STUDENTS GIVEN ANY OR ALL 3 SUB - TESTS	Prueba Score (SEPT. '82)	SOCIAL STUDIES			SCIENCE			MATHEMATICS			STUDENT REACTION
		date completed this section on check-off sheet *	time needed to complete this sub-test	student's score on this sub-test	date completed this section on check-off sheet *	time needed to complete this sub-test	student's score on this sub-test	date completed this section on check-off sheet *	time needed to complete this sub-test	student's score on this sub-test	

* IF STUDENT HAS NOT COMPLETED THIS AREA, INDICATE THE PERCENTAGE OF MATERIAL COMPLETED.

Evaluacion del examen de: ___Ciencias
___Estudios Sociales
___Matematicas

AL ESTUDIANTE:

Sus comentarios acerca este examen que acaba de tomar tiene mucha importancia para los maestros que lo han preparado. Necesitamos esta evaluación para poder lograr que esta prueba sea lo mejor posible y tenga validez para determinar quién está listo para pasar de nivel.

Indica su opinión sobre cada una de las siguientes declaraciones haciendo una marca (✓) en el espacio para "si" o "no". Por favor explique el porque cuando conteste que "no" para algo, e indique cual examen esta evaluando.

1. El número de preguntas que tenía este examen estaba bién:

SI ( ) NO ( ) Comentarios:_____

_____

Las preguntas en este examen estaban claras: SI ( ) NO ( )

Comentarios:_____

_____

3. En la clase yo habia estudiado todo sobre lo que se preguntó en el examen: SI ( ) NO ( ) Comentarios:_____

_____

_____

4. Los dibujos o mapas estaban fácil de entender: SI ( ) NO ( )

Comentarios:_____

_____

5. La dificultad de las lecturas estaba bién, ni muy fácil, ni muy dificil: SI ( ) NO ( ) Comentarios:_____

_____

6. Era cómodo anotar las respuestas para este examen: SI ( ) NO ( )

Comentarios:_____

_____

7. Un examen cómo este es la mejor forma para que el maestro(a) sepa quien debe pasar de nivel: SI ( ) NO ( )

Comentarios:_____

_____

_____

8. Si el estudiante ha hecho su trabajo en clase bien, sacará buena nota en este examen SI ( ) NO ( ) Comentarios:_____

_____

_____

_____

Cualquier otro comentario: _____

_____

_____

_____

_____

_____

_____

Muchas gracias.

APPENDIX F

AUXILIARY SERVICES FOR HIGH SCHOOLS
BILINGUAL PROGRAM

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TEACHER: CHECK-LIST OF IMPLEMENTATION

Check (√) yes or no for each item below:

YES	NO	
___	___	1. Does each student have a work folder?
___	___	2. Is a curriculum check-off sheet (Gen. Ed. or Pre- or HSE) and log included in the folder?
___	___	3. Are entries made (check marks, dates, comments) on check-off/log indicating completion/progress for each topic of each subject area (grammar, reading/lit, S.S., Sci., Math)?
___	___	4. Are books, program-provided and,or teacher-made materials for EACH subject area topic/lesson (on check-off) readily available for and used by staff and students?
___	___	5. For General Education and Pre-HSE levels, is the majority of instruction individualized?
___	___	6. For HSE exam preparation level, class or group, are you aware of which students are to complete 1 phase, 2 phases, or 3 phases and the projected exam dates for each?
___	___	7. Is the overall class management (sub-grouping, materials etc.) efficient and well-organized?
___	___	8. Is the paraprofessional thoroughly familiar with the curriculum, use of check-offs, materials etc.?
___	___	9. Are complete and accurate attendance records kept in class?
___	___	10. Are student absences regularly and periodically reported to the counselor/advisor?
___	___	11. Is individual student progress, problems, recommendations for "promotions" etc. reported to counselor/advisor?

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AUXILIARY SERVICES FOR HIGH SCHOOLS
BILINGUAL PROGRAM

COUNSELOR: CHECK-LIST OF IMPLEMENTATION

Check (✓) yes or no for each item below:

YES	NO	
___	___	1. Does each student have a counseling folder which includes required intake forms, comments or notes on counseling needs and all data or information to be transcribed on evaluation data forms?
___	___	2. Are all test scores etc. entered on a Student Cumulative Record Card or recorded in a way and place where they are accessible and easily retrievable for examination and entry on data forms?
___	___	3. Are accurate and complete counseling check-off caseload rosters maintained?
___	___	4. Do you maintain transmittal forms to enter names of students referred/placed in job training programs and the exact type of training or job? (also for HSE exam referrals).
___	___	5. Do you keep complete and updated information on the college summary sheet?
___	___	6. Is there regular and period communication (follow-up, conferences etc.) with your students' teacher(s) regarding progress, attendance, problems etc.? (review of the class check-off sheet).
___	___	7. If a student withdraws from the program, is there a follow-up (to return to the program; the reason he/she left etc.)? Note: Complete data forms must be submitted for students who withdraw from the program. Records must, therefore, be kept.
___	___	8. Are referrals made as needed to other programs, community or social service agencies?
___	___	9. Are you prepared to organize and schedule career/vocational workshops with your students?
___	___	10. Is college counseling being provided to your students?
___	___	11. Are you thoroughly familiar with the curriculum and instruction received by your students?
___	___	12. Are your students participating on a Student Council?
___	___	13. Are you prepared to help plan extra-curricular and special activities (cultural, graduation etc.) for students?

NOTE: WHEN YOU RECEIVE EVALUATION DATA FORMS AND INSTRUCTIONS, YOU WILL BE ABLE TO BETTER DETERMINE RECORD-KEEPING NEEDS FOR REQUIRED INFORMATION.

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NEEDS ASSESSMENT QUESTIONAIRE

Curriculum Materials Staff development

In order to better determine your needs and, therefore, the direction the program takes, activities and projects it plans, please complete this questionnaire.

...Check-offs refer to NLA, Gen. Educ. and Pre-HSE.
...Syllabus refers to HSE preparation level.

For each item, please indicate a NEEDS RATING (circle a number 1 thru 5) based on your determination of PRIORITIES since the program has already established the long-range need for all of the items indicated.

Least need 1 - 2 - 3 - 4 - 5 Greatest need *Leave blank any item which in no way applies to your teaching assignment.

2 3 4 5)	1. Development of reading exercises for check-off "lecturas".
2 3 4 5)	2. Development of exercises and/or "lessons" (activities) for check-off S.S./Sci. "información" topics.
2 3) 4 5	3. Selection, development and/or adaptation of materials for missing "información" topics.
2) 3 4 5	4. Exercises for check-off/syllabus grammar (language) and/or mathematics topics.
2 3 4 5	5. Materials for check-off/syllabus grammar/math.
2) 3 4 5	6. Distribution of resource/reference and/or class set BOOKS
2 3 4 5)	7. Development of evaluation tests to measure student performance (mastery) in subject area concept acquisition and/or reading skills development.
2 3 4 5)	8. Criterion-referenced tests to help determine satisfactory completion of a particular check-off sheet ("promotion")
2 3 4 5	9. Technical assistance (training) in the teaching of reading.
2) 3 4 5	10. Assistance in individualized instruction.
) 2 3 4 5	11. Classroom and resource management.
2 3 4 5)	12. Teaching the check-off/syllabus content areas.
2 3 4 5)	13. Teaching students in need of Native Language Arts (NLA).
) 2 3 4 5	14. Paraprofessional (role definition/expectations and training)
2 3 4 5	15. Other: _____
2 3 4 5	16. Other: _____

COMMENTS/SUGGESTIONS: Please outline on other side of questionnaire.

Auxiliary Services for High Schools
Bilingual Program

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EVALUATION AND PLANNING

NAME _____

LEVEL _____ (Gen. Ed. Pre.-HSE, or HSE Prep.)

CENTER _____

Self-Evaluation QUESTIONNAIRE

PART I - EVALUATION

Directions: Please rate your own progress in having implemented the curriculum (topics, materials, methods) which was begun this school year.

(Note: For items rated "1" thru "4", be prepared to explain your intentions in Part II of this Questionnaire)

(Circle a number 1 thru 5 or NA for each item below)

NOT Implemented:				FULLY Implemented:	NOT Applicable:
1	2	3	4	5	NA

1-2-3-4-5-NA 1. GRAMMAR (or Lang. Arts) Check-off Topics
1-2-3-4-5-NA 2. MATH Check-off Topics
1-2-3-4-5-NA 3. READING Check-off Topics
1-2-3-4-5-NA 4. SOCIAL STUDIES Check-off Topics
1-2-3-4-5-NA 5. SCIENCE Check-off Topics
1-2-3-4-5-NA 6. INDIVIDUALIZING
1-2-3-4-5-NA 7. KEEPING CHECK-OFF SHEET (filled out)
1-2-3-4-5-NA 8. ARTICULATION WITH COUNSELORS AND ADMINISTRATION
1-2-3-4-5-NA 9. WORKING WITH PARPROFESSIONAL (OR TEACHER)
1-2-3-4-5-NA 10. KEEPING STUDENT WORK FOLDERS
1-2-3-4-5-NA 11. MATERIALS FOR ALL CHECK-OFF TOPICS (PROGRAM-PROVIDED OR OTHERS)
12. Make any general comments you would like on your implementation thus far. While reserving specific remarks on the above items for Part II, you might feel that you have a need to note any effects of your implementation. (This is optional). Please write comments on the back of this sheet.

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PART II - Planning for Future Implementation of Current Curriculum

Directions: Do either or both

A. Explain any reasons or intentions for items in Part I that you circled 1 through 4.

and/or

B. Mention for any item below, additional curriculum topics, material or methods that you feel should be next included in your planning for next year or for program-wide planning for next year.

1. GRAMMAR (OR LANGUAGE ARTS) -

2. MATH -

3. READING -

4. SOCIAL STUDIES-

5. SCIENCE -

6. INDIVIDUALIZING -

7. KEEPING CHECK-OFF SHEET AND FOLDER UP TO DATE

8. RELATIONS AMONG ADMINISTRATORS, COUNSELORS, TEACHERS, PARAPROFESSIONALS.

9. MATERIALS FOR COVERING ALL TOPICS (PROGRAM -PROVIDED OR OTHERS)

10. OTHER:

PART III - STAFF TRAINING/CURRICULUM DEVELOPMENT

NEW IMPLEMENTATION OF PROPOSAL

Directions: Please respond to any or all of the following items with suggestions for activities in your classroom or for program wide events.

1. Meetings, Workshops and/or conferences -
(Topics, Frequency, Location, Participants, etc.)

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2. Lesson writing and other planning by individuals.

3. M.E.L.E.'s and E.L.E.'s

4. Career/Vocational Lessons.

5. Extra-curricular activities.

6. Staff relations:

7. Administration:

8. OTHER:

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TO: CENTER ADMINISTRATORS, ESL TEACHERS, BILINGUAL TEACHERS, ADVISORS

FROM: John Ramirez, Coordinator

RE: NYSABE ANNUAL CONFERENCE (April 8 - 10)

The New York State Association for Bilingual Education (NYSABE) is having its annual conference at the Rye Town Hilton in Rye, New York, on April 8th through 10th.

Based on previous conferences, the format will be similar to this:

Friday, April 8th:	registration	6:00 - 9:00 p.m.
	opening general session	9:00 - 10:00 p.m.
	fundraiser/cultural activities	10:00 - 12:00
Saturday, April 9th:	registration	9:00 - 5:00 p.m.
	concurrent workshops	9:00 - 6:00 p.m.
	testimonial luncheon	12:00 - 1:30 p.m.
	banquet/dance	7:00 - 1:00 a.m.
Sunday, April 10th:	concurrent workshops	9:00 12:00 noon.

While no specifics are available, the workshops cover all aspects of bilingual education (native language acquisition, ESL/second language acquisition, theory vs. practice, etc.) and other issues relevant to bilingual educators. All languages will be represented in these workshops.

TO ENCOURAGE STAFF MEMBERS TO TAKE ADVANTAGE OF THIS OPPORTUNITY, THE BILINGUAL PROGRAM WILL PAY THE CONFERENCE REGISTRATION FEE ($50) FOR ANYONE ATTENDING.

If interested, call me at 292-7427 before 3:00 p.m. Friday, or you can go to the conference registration area Saturday morning and ask for Dr. Ruiz-Scott, conference chairperson. Identify yourself as working for ASHS, sign the attendance sheet, and you will receive your conference packet.

Administrators are, of course, also invited to attend, as well as any other staff member (whether professional or paraprofessional) who wishes to learn more about the principles of bilingual education.

Please be aware that all other expenses (lunch, transportation, banquet, etc) must be borne by the staff member as well as individual arrangements.

Hope to see many of your there.

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APPENDIX G

BOARD OF EDUCATION
AUXILIARY SERVICES FOR HIGH SCHOOLS
JAMAICA LEARNING CENTER
162-02 HILLSIDE AVE.
JAMAICA, N.Y. 11432
Tel: 739-2100

DR. SEYMOUR WEISSMAN
Director
JULIAN G. WASHINGTON
Assistant Director
JUDGE A. FREDERICK MEYERSON
Chairman - Advisory Board

el 12 de mayo de 1983

QUERIDOS AMIGOS DE LA COMUNIDAD:

Están cordialmente invitados a asistir a nuestra quinta anual Asamblea de Honores. Esta ocasión tan importante y célebre tendrá lugar el martes, 31 de mayo de 1983, a las cinco de la tarde, en el auditorio del Centro de Enseñanza de Jamaica.

En ese día, queremos dar homenaje a nuestros estudiantes que tuvieron éxito en el examen de Equivalencia de la Escuela Secundaria, a los que son meritorios, y a los que van a sufrir el examen de Equivalencia de la Escuela Secundaria durante el mes de junio, 1983. De parte de la facultad docente del Centro de Enseñanza,

Edgar V. Hawkins

Edgar V. Hawkins, Consejero Bilingüe

May 12, 1983

DEAR FRIENDS OF THE COMMUNITY:

You are cordially invited to attend our Fifth Annual Awards Assembly. This most important and celebrated occasion will take place on Tuesday, May 31, 1983, at 5:00 P.M., in the auditorium of the Jamaica Learning Center.

On this day, we want to give tribute to our students who were successful in passing the High School Equivalency Examination, to our meritorious students, and to those who will be taking the High School Equivalency Examination during the month of June, 1983.

On behalf of the teaching staff of the Learning Center,

Edgar V. Hawkins

Edgar V. Hawkins, Bilingual Guidance Counselor

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AUXILIARY SERVICES FOR HIGH SCHOOLS

DR. SEYMOUR WEISSMAN
Director
JULIAN O. WASHINGTON
Assistant Director

ROBERTO CLEMENTE CENTER
383 EAST 139th STREET
BRONX, NEW YORK 10454

JERRY MAHRER
Center Administrator
JOHN P. RAMIREZ
Bilingual Coordinator

January 24, 1983

Parent Advisory Council Minutes

The Parent Advisory Council of the Bilingual Program of Auxiliary Services for High Schools met on January 20, 1983 at the Brandeis Center from 6:00 p.m. to 8:30 p.m.

John P. Ramirez, Coordinator of the Bilingual Program of ASHS, presented a status report to the members of the Council. He reported to them that the program had received Title VII funding from Sept. 1982 to August 1985. He mentioned that the program had added 3 new day sites: J.H.S. 136 in Bronx, Linden Blvd in Brooklyn and Lincoln Square in Manhattan, and one new evening site, Grady Learning Center in Brooklyn. In addition, the Chinese component has been introduced in 2 "old" sites (Julia Richman in Manhattan & J.H.S.10 in Queens). Plans are being formulated for expanding the Haitian component as well.

Alma T. Warner, Assistant Coordinator of the Bilingual Program in ASHS, presented information to the group regarding the number of graduates the program had last year and reported that the passed percentage rate for the program was 80%. Members inquired if there was any threat that the GED exam would be suspended this year as it had been in the spring 1982, but it was reported that there had been no such rumors or reports heard.

As the meeting continued it was noted that most of the individuals attending were students within the program. There was a question as to why more parents didn't attend. After some discussion and exchange of ideas, the group was reminded that ASHS is a secondary school program whose students are between 16-22 years in the day centers and over 21 in the evening centers. Many students attending this meeting stated that they lived independent of their parents, several were parents themselves and others stated that their parents would not venture to meeting held far from their homes. For these reasons, it became evident that it is likely that the Advisory Council meetings would find its largest attendance to be by members who are themselves students within the program and who were selected to represent their sites by their peers. With this view of things, it was proposed that a questionnaire be developed to determine how our Students/Parent Advisory Council members and their classmates view the Bilingual Program at their sites. In the questionnaire, there would also be some questions relating to attendance at the Advisory Council meetings and how many students think their parents should represent them and would actually attend future meetings.

The meeting was adjourned at 8:30 p.m.

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SERVICE DAY

LOCATION: Roberto Clemente Center

Adult-Student High School
383 East 139th Street, 3rd Floor (Corner of Willis Avenue)
Bronx, N.Y. 10454

DATE: THURSDAY: April 21, 1983

TIME: 10:00 AM - 2:30pm.

Services

- Career Development
- Counseling
- Court Services
- Day Care
- Family Problems
- Food Stamps
- Health
- Home Care
- Information and Referral
- Medicaid
- Parent Helpline
- Preventive Services
- Services for Visually Impaired
- Services to Pregnant Teenagers
- Social Services
- Summer Youth Employment

PARTICIPATING AGENCIES

- Access to Services
- Department for the Aging
- Department of Health
- Department of Probation
- HRA/DOE Summer Youth Employment Program
- HRA/Food Stamps T.E.N. Program
- HRA/GSS Parent Helpline
- HRA/Medical Assistance Program

SPONSORED BY:

HRA/DEPARTMENT OF GENERAL SOCIAL SERVICES (GSS) DISTRICT B-2

GSS ADVISORY COUNCIL DISTRICT B-2